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ABSTRACT

The revised curriculum addresses systematic social skills instruction of mentally retarded students, particularly those with behavioral difficulties. An introductory chapter presents a broad perspective on social competence and the rationale, methods, and content for teaching social skills. Procedures for direct instruction of social skills are also described: establishing need, identifying skills components, modeling, role playing, practice, generalization, and transfer. The bulk of the document consists of 100 lesson plans arranged by level of instruction (primary, intermediate, junior high, senior high) and focused on seven skill areas: classroom, school building, personal, interaction initiative, interaction response, community, and work. At the elementary level, lessons are directed toward skills performed in the school environment. For junior high students, instruction emphasizes social skills used in school and community environments. Peer-, community-, and work-related social skills are addressed at the high school level. The lesson format includes objectives, performance criteria, materials, and detailed procedures. Lessons teach such skills as gaining teacher attention, boarding the school bus, taking turns in games and activities, asking another child to play, staying out of fights, responding to public authority, dealing with an accusation in school, asking for a date, and negotiating on the job. Concluding the monograph are references, a social skills rating checklist, and homework report forms. (JW)

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Systematic Instruction Of Social Skills

2nd Edition

Iowa Department of Education
Bureau of Special Education

EC 212779

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Systematic Instruction of Social Skills
(Project SISS)

2nd edition

Laurence R. Sargent, Ed.D.
Des Moines Independent Community
School District

Iowa Department of Education
Bureau of Special Education
1988

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Foreword

I would like to share with you a few personal thoughts about the development of this monograph. By doing this, it will allow me the opportunity to share with the reader my respect for the author, who is a friend and colleague, and why I think this monograph is so important for teachers to have.

I had just sat down at my desk on my first day at work at the Department back in January, 1985 when the telephone rang. It was a teacher from the eastern part of the state who was also beginning her first teaching assignment at that same time. She was concerned about several students who had past "behavioral baggage" which she did not want to interfere with their fresh start with her. When I asked her how I could help, she replied firmly, "Send me a copy of Project SISS as fast as you can!"

A copy of the monograph went out that day as have many others to fulfill prior and subsequent requests. Since Larry Sargent developed the first edition of Project SISS over five years ago, while serving as the consultant in Mental Disabilities with the Bureau of Special Education, there have been many publications which have been developed for working with students with mild disabilities, but none more popular.

Since there appeared to be no drop-off in the amount of requests for the monograph I thought it was time to approach Larry and assess his interest in revising the first edition of the monograph. Knowing full well that Larry and I have always agreed that if students with mental disabilities displayed more appropriate social skills there would be an increased willingness to place these students in lesser restrictive programming, I knew my task was an easy one. To add insurance, however, I asked him if he thought by making revisions in the monograph did he think Project SISS would be applicable for those students with mental disabilities and behavior difficulties, which as a group has become a growing concern among teachers across the state. Five weeks later, Larry finished his revisions. If all my projects . . .

His efforts will be of benefit to the reader as the second edition is excellent with the content being very timely and teacher-oriented. If we as educators in the field of mental retardation hope to make a difference in the future, our success will depend on our ability to be proactive on developing positive skills as oppose to attempting to minimize negative behaviors through reactive teaching which has proven inconsistent. This monograph stresses a proactive emphasis.

On the pages that follow, Larry shares his thinking and beliefs in the area of social competence. Included are his rationale, perspective, and methods which he applies for the reader through the provision of countless examples of proactive social skills instruction across the K-12 continuum. The thoroughness of this monograph gives hope and a means for classroom instructors who strive to make the lives of students with mental disabilities more a part of the mainstream. Through the efforts of these teachers, students will have a better opportunity to increase the quality of their vocational, home, and recreational environments in tomorrow's society.

Greg A. Robinson, Consultant
Mental Disabilities
Bureau of Special Education
October, 1988

Introduction

The first edition of this monograph was originally developed in 1981 and 1982 as a project designed to demonstrate processes for direct instruction of social skills to students with mental disabilities. This new edition represents a revision of the original text and is geared more towards the proactive teaching of social skills.

Subsequent to the initial publication of **Project SISS**, researchers and educators developed several alternative approaches to improving social competence of disabled learners. A new chapter is added to the manual to provide educators with a broader view of social competence than was presented in the original manual. Direct instruction is still presented as the most practical and viable technique for improving social competence, but by itself, it is insufficient. Other instructional methods are presented.

PROACTIVE INSTRUCTION FOR SOCIAL COMPETENCE

Teaching social skills is one of the most important and often one of the most neglected aspects of instruction provided to students with mental disabilities. In this chapter, a rationale for teaching social skills, a broad perspective on social competence and methods and content for teaching social skills are presented. The remaining sections of this manual contain procedures for direct instruction of social skills and 100 sample lessons.

Rationale

For most children and adolescents, social competence develops through incidental learning and intellectual maturation. Unfortunately, handicapped youngsters, and especially mentally handicapped children, are notoriously inadequate in their incidental learning and have significant delays in intellectual growth. They commonly exhibit learning deficits in areas of discrimination, attention, memory, and generalization (Ellis, 1963; Fisher & Zeaman, 1973; Zeaman & House, 1963) which contribute to impairment of social affect, social skills, and social cognition. Consequently, mentally handicapped individuals fail to accrue acceptance by peers and adults. Moreover, many handicapped children tend to incur social rejection as the result of exhibiting interfering and socially repugnant behaviors.

The long term consequences of social rejection and poor social competence are many. Early studies indicate that individuals identified during childhood as social isolates were likely to have difficulty during adulthood with the law, alcohol, divorce, and other social ills (Gresham, 1981). Further, rehabilitation literature indicates that most moderately and mildly mentally disabled individuals who lose jobs do so primarily for lack of adequate social skills and other socially inappropriate behavior. Due to the great importance and lasting effect, programming provided for individuals with mental disabilities must include efforts to build social competence. Hopefully, that programming will be carried out in positive and nonpunitive ways.

Proactive Instruction

Proactive instruction represents an effort to provide learners opportunities to gain acceptance by others, develop friendships, and lead healthier and happier lives. By improving the social adequacy of mentally disabled persons, debilitating social rejection, poor self-concept, repugnant social behavior, and a diminished quality of life are avoided.

Proactive teaching is preferable to reactive treatment of social deficits. When addressing social competence from a proactive perspective, students are taught new skills in a positive milieu before the negative consequence of social rejection occurs. In contrast, reactive approaches wait for the individual to fail and then try to fix a problem. Students with mental disabilities have learning problems which include difficulty developing adequate social skills and perceptions. Thus, it is reasonable that efforts should be made to systematically employ processes which improve their social competence throughout the years they are involved in public education.

Before proactive instruction can be undertaken, it is helpful for educators to have a mental concept of what social competence entails. The following section provides a heuristic model to give teachers and other professionals a broad view of what social competence may be and what should be achieved as the result of instruction.

Conceptual Framework of Social Competence

For professionals choosing to address the needs of mentally disabled learners, it is critical that they understand the notion of social competence. It consists of a huge mix of interacting and overlapping variables. To make sense of these variables, a conceptual framework is necessary for determining how to address social related problems. The following mechanistic model consisting of inputs, processes and desired outcomes is presented for purposes of formulating actions that will enhance the social competence of disabled learners.

SOCIAL COMPETENCE

Inputs		Cultural Determinants	
Processes	Social Affect	Social Skills	Social Cognition
Outcomes		Desired Social Outcomes	

In this mechanistic model, cultural determinants are the values and social standards by which individuals live. These are the dynamic raw materials of social competence which vary according to community size, ethnic mix, region of the country, and traditions of the community. Failure to function within these cultural boundaries will often inhibit both social acceptance and development of feelings of self-efficacy. For the purposes of this model, some of the major cultural determinant categories are as follows:

1. Community values
2. Standards for adult/child relations
3. Family member role expectations
4. Privacy standards
5. Standards of decency (e.g. taboos, etc.)
6. Work ethic
7. Standards of fairness
8. Independence expectancy
9. Temporal standards (e.g., how long to chit chat and how late is acceptable)
10. Standards of social responsibility
11. Community tolerance of differences
12. Aesthetic conventions and values
13. Situational conventions:
    a. table manners
    b. church manners
    c. theater manners
    d. public courtesies
    e. classroom manners
    f. work place conventions
    g. etc.
14. Many others

Cultural determinants are the ingredients of social competence which must be acted upon to arrive at the desired outcomes. The actions occur through the three process elements of the model where the individual adjusts and matches his or her behavior to this huge myriad of values and rules.

The three process components of this framework include **social affect, social skills,** and **social cognition**. Each component warrants attention from professional educators and failure to address all areas represents only a partial attempt to achieve the desired outcomes.

Social affect is an overt process component of social competence and an outcome. As used in this framework, social affect relates to how the individual appears to others. Social acceptance is attained by individuals with desirable social affect consisting of the following:

1. Cheerfulness
2. Enthusiasm
3. Confidence
4. Optimism
5. Risk taking
6. Independence
7. Good posture
8. Good Grooming
9. Sense of humor
10. Affection
11. Assertiveness

A number of teaching materials and methods are designed to improve student affect, but it appears that attention to the affect can be addressed in all activities and instruction. In addition, attention to affect alone does not create a more socially competent individual.

Social skills and behaviors are the most obvious aspects of social competence. These behaviors can be taught directly, taught through infusion into life experiences, and can be acquired incidentally through modeling of competent peers and adults. There are hundreds of social skills and behaviors that fall into the following categories:

1. Interaction initiatives (e.g., starting a conversation)
2. Interaction responses (e.g., responding to a complaint)
3. Personal social behaviors (e.g., dealing with embarrassment)
4. Setting specific skills and behaviors:
    a. school behavior
    b. work place behavior
    c. public setting behavior
    d. family setting behavior

Instruction on the overt aspects of social competence holds great promise, but they are insufficient if they are the only element of social competence that an instructional team deals with. Techniques used to teach social skills must be combined with those developed to enhance social cognition.

The third processes component, **social cognition**, is by definition the most difficult area for a person identified as having mental disabilities. Social cognition represents an individual's ability to understand, interpret, and take appropriate actions relevant to different social settings, personal interactions, and complexity of situations (Greenspan, 1979). Among nonhandicapped students, many of these abilities are acquired developmentally. Categories of social cognition partially adapted from Greenspan (1979) include:

1. Role taking/empathy
2. Social discrimination and inference
3. Social understanding/comprehension
4. Understanding motives of others
5. Moral and ethical judgments
6. Referential communication
7. Social problem solving

Despite the inherent difficulty in this area of personal growth, individuals with mental disabilities can progress as the result of intervention. Strategies for social problem solving may be taught, experiences may be arranged to enhance social discrimination, moral and ethical judgments may be reinforced, and opportunities may be provided to practice social problem solving.

The outcomes from developing social competence are some of the most positive aspects of life itself. They represent the needs and desires of the handicapped individual; plus they reflect the aspirations of parents, professionals, and care providers to see that the individual becomes a productive and happy adult. Hopefully, the individual student or client will attain the following:

1. Self-esteem
2. Self-confidence
3. Peer acceptance
4. Acceptance by family and significant others
5. Friendships
6. Strong personal relationships
7. Community acceptance
8. Acceptance in the work place
9. Social independence
10. A supportive social milieu

These outcomes are attained through the interaction of life experiences and the efforts of professionals acting on the lives of individuals with mental disabilities. The interventions must occur during the person's entire developmental period.

Preparing for the Mainstream: What Works Best?

A significant reason for addressing to social competence is that modern educational practices are focused at providing instruction in the least restrictive environment. With educational efforts directed toward preparing mild and moderately mentally retarded individuals to live in their own communities with nonhandicapped people, social competence becomes essential for success in these mainstream school, community and work settings. The second reason for addressing social competence is an awareness that structured learning activities are educationally more fruitful than previous instructional techniques which relied on skill acquisition through tangentially related activities (Lloyd and Carnine, 1981). This leads to the conclusion that programming for social competence should not be left to chance if it is to be done effectively.

The most effective methodology for teaching most skills appears to be instruction which is very structured. After reviewing research on academic instruction, Stevens and Rosenshine (1981) concluded that the most successful teachers are those that selected and directed activities, approached the subject matter in a direct business-like manner, organized learning around questions they posed and occupied the center of attention. Further, they concluded that the most efficient process for teaching occurs in the three-step sequence including: demonstration, prompting and practice. During the practice phase students must experience a high level of success to sustain learning gains, and learning will be enhanced when pupils receive feedback on their efforts.

Similarly, researchers found that the mildly disabled often learn best when instruction is offered in a systematic sequenced format. Close, Irvin, Taylor and Agosta (1981) indicated that instructional assistance (consisting of verbal cues, modeling and prompting), systematic feedback, and repeated correct practice ensures learning. They used a variation of direct instruction technology to teach community living skills to mildly retarded adults. As a result of successes in other areas of teaching when instructors use structured learning formats, similar structured learning approaches appear to be needed with mentally disabled pupils to teach them social skills.

What to Teach?

One of the major determinants of social acceptance appears to be perception of interfering behavior. Greater social rejection occurs for misbehaving children than for mildly handicapped children who are simply perceived as cognitively deficient (Gottlieb, Semmel, and Veldman, 1978; MacMillan and Morrison, 1980). Similarly, learning disabled children tend to be rejected by peers and were found to emit negative verbal behaviors in the regular classroom (Bryan, 1977). Some of the behaviors found most important to gaining social acceptance in the regular classroom are: attending, complying, volunteering, following directions, speaking positively about academic material, and remaining on task (Cartledge and Milburn, 1980). Gottlieb (1982) indicated that for young children, teacher acceptance appeared to be a major determinant in social acceptance by peers. In addition to facilitating acceptance among peers, these behaviors encourage greater acceptance on the part of the regular class teachers and result in the handicapped child having more positive interactions with teachers. Therefore, learning teacher-pleasing behaviors is an important part of developing social competence. For young children, a good place to start is with one of several lists of kindergarten survival skills (McCormick & Kawate, 1982). Other behaviors, such as aggression and acting out, must be reduced through use of behavior change methods.

Personal interaction skills are equally important to ensure success in school and community settings. Several authors identify behavior such as: helping, sharing, smiling, greeting others, speaking positively to others, and controlling aggression as behaviors which are necessary for adequate social interaction. In addition, recognizing emotions, complimenting, positive physical contact, asking for information, extending invitations, giving information, taking turns, listening, eye contact, participating, expressing enthusiasm, and good grooming were all found to contribute to positive social interaction (Cooke and Appolloni, 1975; Gottman, Gonso, and Rasmussen, 1975; Gronlund and Anderson, 1963; Mesibov and LaGreca, 1981; and Oden and Asher, 1978).

Another perspective on what to teach is the assumption that the area of social cognition must be addressed to assist the individual to become socially competent. Mentally disabled individuals have been identified as more egocentric and, therefore, require more training in role taking which means understanding what others are perceiving, thinking, and feeling. In addition, they are deficient at: social inference which means the ability to interpret what is happening around them, decision making, and problem solving. Also, understanding of social processes like friendship are frequent shortcomings (Greenspan, 1979).

Elias & Maher (1983) suggest a social-cognitive problem solving skills framework upon which school-based programming can be conducted. It is their contention that a specific set of skills make up social skill competence. Their skill list is as follows:

1. An expectation by individuals that they can take personal initiative in a situation and gain a favorable outcome
2. A sensitivity to others' feelings and perspectives
3. The ability to set a clear goal and consider various possible consequences
4. The ability to plan specific steps to aid in reaching a goal

5. The behavioral repertoire needed to implement their plans
6. The persistence to continue using their problem solving skills in the face of obstacles
7. The ability to refine their problem-solving strategies in light of experience

Vaughn, Ridley, and Cox (1983) identified several skills which fit into the social cognition category, and they designed an instructional program around them. The content of their instructional program includes:

1. Fundamental language concepts (e.g. "same," "different," etc.).
2. Cue Sensitivity--Children are taught to become aware of key factors in a social situation and react differently depending on the situation.
3. Goal Identification--Children are taught to proceed from goals producing long-range gratification.
4. Empathy--Children are taught to take the role of another.
5. Alternative Thinking--Students are taught to predict likely outcomes for problem situations using alternative problem solving strategies.
6. Consequential Thinking--strategies for predicting likely outcomes of problem solving methods are taught.
7. Procedural Thinking--Students are taught how to get from a chosen alternative to a desired goal.
8. Integrating Skills--All of the components of the interpersonal problem solving approach are incorporated into a single process.

Although there are many skills and behaviors which must be taught to increase the social competence of mentally handicapped individuals, the timing of instruction is also important.

When to Teach?

In some form or another, social competence must be taught at all times in a child's life. In particular, reinforcement of social affect and socially appropriate behavior will always be warranted. However, not every social competency must be addressed as soon as it is perceived as a deficiency. Decisions on when to teach a particular skill are related to the characteristics of individual children. Browning and White (1986) emphasized that instruction should be matched to the ages of the children and their cognitive abilities. For example, a child with a mental age of four is not likely to have a well-developed concept of what is "fair" and what is "not fair." If the child is still young, he or she may develop these concepts with little intervention. In contrast, some students have so many deficits that it is necessary to tackle the most obtrusive problem or potentially most valuable skill first. In other words, a system of priorities must be established for the individual.

Determining when to teach a particular skill can be accomplished by responding to the following questions:

1. Is the skill deficient or inadequate?
2. Does the student have the cognitive ability to learn the skill?
3. Will the student have an opportunity to practice the skill?
4. Does changing the student's behavior have importance to significant others in the student's life?
5. Is the skill needed in current or future environments?
6. Is acquisition of the skill essential to the individual ability to remain in his or her current environment?

Affirmative answers to these questions may lead to the conclusion that the skill should be taught immediately. If an answer is negative to one of questions 2--5, the skill may be taught at a later date. If the response to question 6 is affirmative, the skill may be taught, but the behavior may have to be shaped through use of behavioral analysis techniques rather than being taught through instruction in use of cognitive strategies. Methods for how to teach skills are discussed in the following section.

How to Teach!

No single approach to building social competence appears to be totally satisfactory. The approaches selected for use will depend on a wide range of variables including age, mental ability, practice opportunities, communication skills, and a host of concerns related to unique needs of individuals. Further, improving social competence is a longitudinal matter. Efforts must be made throughout every mentally handicapped person's entire school career. It is unlikely that a lesson or two on how to make friends will result in the individual establishing close personal relationships. The individual must have sufficient self-esteem, confidence and risk taking ability to make friends. At the same time, they must have the following:

1. The ability to understand how their close friend feels and thinks
2. The moral and ethical judgments to be respected by a friend

3. The ability to solve social problems that assist in sustaining friendships

To state this more broadly, the individual must have attained sufficient social affect, adequately perform social skills, and exercise social cognition to become socially competent.

Improving Social Affect

Early on, authorities believed that if we simply dealt with the self-concept of mildly mentally disabled children by removing them from the frustrations of regular education, then socially maladaptive behaviors would disappear (Kirk and Johnson, 1951). Not all, but several studies indicate that students in special classes do tend to have somewhat better self-concepts than similarly handicapped students in regular education classes. However, this does not mean that they have better social skills or that they are better liked by others. It only means that they think better of themselves.

With the current mandate to educate children in the least restrictive environment, it is very important to work on social affect in a variety of ways. Because affect is part of all social behavior, this aspect of social competence is best taught when integrated into all instructional areas as well as being taught directly. Many sound practices may be infused into everyday academic, self-care, and vocational instruction. In addition, building a healthy social affect begins as soon as a child enters school. Attempts to shape effective behaviors such as cheerfulness, good posture, good grooming, independence, and optimism should be ongoing throughout the student's school career. Regular and special education teachers can positively impact social affect in a variety of ways including: providing instruction and activities in which the handicapped individual can be successful; reinforcing smiling, making eye contact, expressing enthusiasm; and providing appropriate opportunities to demonstrate assertiveness. Further, simple corrective feedback on behavior such as posture and grooming will assist in developing an affect which contributes to social acceptance.

In many cases, efforts to build social affect will take more than those of the special education teacher. Success has been achieved by through use of peer confederates reinforcing and prompting interactions (Stain and Odom, 1986), adult confederates (Sargent, 1983), and classmates (McGinnis & Goldstein, 1984). Strain and Timm (1974) were able to increase cooperative play of handicapped and nonhandicapped peers by reinforcing the nonhandicapped children for initiating interactions and cooperative play.

Simply integrating students into regular classes is unlikely to improve social affect and social skills (Gresham, 1982; Jenkins, Speltz, & Odom, 1986; Johnson, Johnson, & Maruyamma, 1983). However, interventions can facilitate interaction and improved self-concept. A procedure which works well in regular class settings is cooperative learning where students engage in cooperative goal setting. The result of this procedure when tested with mentally disabled students was that the handicapped students engaged in twice as much interaction in cooperative learning environments as they do in competitive learning situations. They had better self-esteem and relationships maintained during periods of free play (Johnson & Johnson, 1983). To date, no other attempts to improve social affect have proven to be equal to cooperative learning strategies. Another benefit from cooperative learning is that nonhandicapped students are more accepting of their handicapped peers as a result (Ballard, et. al., 1977).

A few direct instructional techniques have been used to improve social affect. In most instances, those techniques are mixed in with attempts to deal with social cognition. A variety of materials were published in the late 1960s and early '70s to teach children behavior such as understanding feelings and being optimistic. Typically, these materials contained stories and were followed by group discussions. There are no published studies of their use with mentally disabled children. Recently, Browning and White (1986) used interactive video media to deal with affect concerns including "being positive" and "being responsible". The methodology of teaching social affect directly resembles other aspects of direct instruction. This often includes presentation of a story or film and then discussing the important learning points of the media used.

Impacting Social Cognition

Social cognition and social affect are so closely linked that most authors do not separate the two. Much of what the professional literature describes as affective instruction will be identified as social cognition in this chapter. Work in the area of social thinking has been worthwhile, but some research indicates that it must be accompanied with specific skill instruction to be successful and have long-term benefits for retarded individuals (Castles & Glass, 1986). Although not as powerful as social skills training, instruction in the arena of social cognition addresses some important elements of social competence untouched by most specific skill training approaches. An additional positive attribute of training in social cognition is that students are given strategies for dealing with a wide range of problems and conditions. In contrast, specific skill training tends to focus on narrowly defined operations. The majority of the research has been conducted in areas such as role taking ability and social problem solving.

The traditional methodology for teaching skills such as social problem solving usually included the story followed by discussion format (Goldstein, 1974). More recently, Elias & Maher (1983) developed a model for teaching social-cognitive problem solving skills. To teach these skills, they used television video tapes, discussion, and role playing. They further point out that knowledge of children's cognitive ability at different ages is very important. According to the authors, use of video tape and film is especially valuable for the following reasons:

1. TV activates a range of sensory modalities. It also stimulates motivation, attention, and is easily recalled.
2. There is a synergistic learning effect when television is combined with discussion that promotes learning of a general cognitive strategy.

Some of the materials that they identify are video taped series that can be obtained from:

Catalogue of Television and Audiovisual Materials
Agency for Instructional Television
Bloomington, Indiana

Examples of age-appropriate materials include: "You and Your Feelings" for second graders; and at the fourth grade level, "But They Might Laugh" for coping with embarrassment. Materials such as these have worked well with a variety of children, but they are not specifically validated for use with mentally disabled children.

Vaughn, Ridley, and Cox (1983) validated their problem solving training procedures with mentally disabled children and preschoolers. The procedures included discussions, modeling, and rehearsal. Through these processes, students demonstrated significant gains in interpersonal problem solving compared to controls. Students increased response repertoires to include trading, sharing, getting assistance from others, and waiting.

Another useful approach for enhancing social cognition is the use of techniques of cognitive behavior modification. This is accomplished by teaching response strategies to students which they can apply at appropriate times. The individual uses verbal self-instruction to deal with problem situations. Students are taught by having them verbalize their thinking during simulated problem solving and decision making sessions. Strategies are rehearsed and then applied when needed. Browning and White (1986) used this procedure in conjunction with videos focused on areas including "being positive," "relating to others," "knowing your rights," and "being responsible". In addition to verbal rehearsal of strategies, they use self-talking, workbooks, homework, role plays, and expansion games. Bash and Campbell (1980) have a similar procedure they call "thinking aloud" where students verbally rehearse thinking responses and alternative solutions to social problems. The difficulty with these procedures is that they are highly reliant on language that many mentally disabled individuals have little skill using. However, with adequate practice, cognitive behavior modifications have been used successfully with mentally disabled individuals.

The methodology used to teach social problem solving, role taking, social inference, and those other areas of social cognition is very similar to techniques used to train specific social skills discussed in the following section.

Teaching Specific Social Skills

Several authors advocate direct instruction of social skills (Cartledge and Milburn, 1980; McGinnis & Goldstein, 1984; Mesibov and LaGreco, 1981; Sargent, 1983; Stephens, 1979 and 1981; Strain, 1977; Strain, Shores, and Timm, 1977; Strain and Wiegermink, 1976). The procedures used for direct instruction are all very similar. They rely heavily on modeling, role playing, practice and feedback. Social skills differ slightly from social thinking in that they are overt behaviors related to specific social needs such as making an introduction, sharing, or staying out of fights. The instructional procedures identified in the remainder of this project manual exemplify direct instruction procedures of specific social skills with adaptation and consideration for the characteristics of mentally disabled learners. While it is powerful, direct instruction needs to be followed up with additional instruction and practice. The technique described in the following section provides an excellent follow-up to direct instruction, and it has even proven successful with moderately retarded learners.

A Follow-up Teaching Procedure

For nonretarded populations, coaching as a teaching method proved to be as effective as modeling (Oden & Asher, 1977). In contrast, La Greca, Stone, and Bell (1983) found that modeling was more successful than coaching alone for teaching social skills. Although slightly weaker as an initial teaching strategy, coaching remains a powerful maintenance and generalization strategy. The Boys Town Schools Social Skills Curriculum and training model (Black, Downs, Bastien, & Brown, 1984) is a coaching approach which contains some very useful components that can be effectively adapted for use with students who have intellectual deficiencies. Based upon the Teaching-Family Model developed by Phillips, Fixsen, Phillips and Wolf (1979), their curriculum and teaching strategies are focused at improving the social behavior of institutionalized behavior disordered adolescents. As a feedback and reteaching system, the Complete Teaching Interaction component is a structured and very useful tool for facilitating maintenance and generalization of learned social skills. At Boys Town, this procedure is used for initial instruction on a social skill. For the mentally disabled students, this procedure is recommended as part of a follow-up to direct instruction because it appears to be too reliant on verbal instruction to be used as the only approach to teaching social skills to students with mental disabilities.

The Boys Town model is based upon the premise that social skills teaching is most effective when the problem arises. For example, when a student fails to accept criticism, it is time to teach that skill. To be able to teach the skill, the teacher must be very accurate at observing and describing behavior. Training in these skills is recommended before implementing a procedure such as described in this model. Once the behavioral deficiency is identified, the teacher or other educator initiates a ten step teaching interaction consisting of the following steps:

1. **Expression of affection** which may include smiles, physical contact, use of the student's name, or a statement of affection.
2. **Initial praise/empathy** is a positive statement related to a student's accomplishments or a statement of concern about the student's feelings.
3. **Describe inappropriate behavior** involves telling the student exactly what he or she was doing inappropriately.
4. **Describe appropriate behavior** involves describing or demonstrating an alternative behavior.
5. **Rationale** is provided to the student to point out the benefit or consequences for engaging or not engaging in certain behaviors.
6. **Request acknowledgement** is a check for understanding. Some steps may need elaboration or repeating if the student does not understand.
7. **Practice** is required to make sure the student truly understands how to perform the skill.

8. **Feedback** is provided to the student to reinforce and/or correct performance during the practice component.
9. **Consequences** are provided to teach students the relationship between their behavior and the results of their behavior.
10. **General Praise** is offered to end the session positively and reinforce the student for participating in the teaching/learning experience.

This model gives its users a powerful way to react to the specific deficits and instructional needs of students with mental disabilities. Since it is primarily a coaching approach, it is recommended as a support or follow-up methodology rather than an initial instruction method.

Summary

Enhancing the social competence of individuals with mental retardation is a long term goal of specific educators. This goal cannot be accomplished unless the concern is addressed broadly and longitudinally. The breadth of concern includes taking actions which improve social affect, social skills, and social thinking.

Social affect represents appearances that the individual presents to others. These behaviors, such as cheerfulness and good posture, can be taught through infusion into other learning activities. They are reinforced through attempts to facilitate interaction and cooperation with others.

Social skills represent overt behaviors used in a variety of social contexts. They include groups of skills related to initiating and responding appropriately in personal interactions and numerous skills related to socially acceptable behavior in a variety of environments. Many of these skills can be taught directly, but instruction must include efforts to facilitate generalization.

Social cognition represents the thinking or cognitive component of social competence. Some aspects of social cognition can be enhanced through use of techniques such as role playing, training use of strategies, and cognitive behavior modification.

Some research evidence indicates that no single approach to improving social competence is sufficient. Educators must continually reinforce appropriate social affect, teach social skills, and instruct individuals on use of thinking strategies to understand and solve problems in social situations. Although elements of all instructional procedures are contained in this manual, the user must be careful not to believe that they have adequately addressed efforts to improve social competence simply by using the lessons written on the following pages. Building social competence must be addressed in all instruction and experiences provided to disabled learners.

PROJECT SISS DIRECT INSTRUCTION PROCEDURES

Children learn social skills by imitating other children, parents, and the adults that they encounter during the course of daily living. Except for some intensive instruction and reinforcement by parents on manners, much of what children learn in the social area can be described as incidental. Unfortunately, handicapped children, and especially mentally handicapped children, are notoriously inadequate in their incidental learning. As a consequence, they are often deficient in the social skills and fail to accrue acceptance by peers and adults. In addition, many handicapped children tend to incur social rejection as the result of exhibiting interfering and socially repugnant behaviors. These conditions affecting lives of mentally disabled youngsters contributed to the need to develop methods for teaching social skills.

Some of the materials developed for teaching social skills to mildly mentally disabled children are contained in this publication. You will find an explanation of an assessment procedure, explanation and directions for using direct instruction lessons, suggestions for following up on instruction and 100 social skills lessons.

The Project SISS program is designed for use with mentally disabled children who spend at least a portion of the day integrated into general education classes. The social skill lessons were developed along an age-related, expanding milieu concept and include:

1. Getting along with teachers and school officials.
2. Getting along with peers.
3. Getting along in the community.
4. Getting along on the job.

At the elementary level, lessons are directed toward skills performed in the school environment. For junior high students, instruction emphasizes social skills used in school and community environments, and at the high school level lessons address peer-related, community-related, and work-related social skills.

Types of Social Skill Deficits

As conceptualized by the project developers, there are four types of social skill deficits:

1. **Skill deficits** occur when the students simply do not have the skills in their behavioral repertoire. For

example, a youngster may not know how to make an introduction and never makes an introduction.

2. **Inadequate skill performance deficits** occur when children perform social skills, but leave out some critical component. For example, a child starts a conversation with a stranger but fails to succeed because skill components such as deciding on the right time to approach the person and establishing eye contact are neglected.

3. **Performance deficits** mean that the children possess the skills but simply do not use them with sufficient frequency. For example, a youngster stays on task only about half the time.

4. **Self-control deficits** occur in two types. First, there are obtrusive behaviors which interfere with other students or the conduct of a teacher's lesson. These include things such as talking in class, acting out, out of seat, and other similar behaviors. There are also excessive behaviors which may subject a youngster to social ridicule. Examples of these include such things as sloppy eating, nose picking, and talking to self in an audible voice.

Assessing Social Skills

Social skills can be assessed through a variety of procedures including use of teacher rating scales, pupil rating scales, sociometric exercises, and naturalistic observation. While all of these methods can provide useful information, the Project SISS program makes most use of a double checking teacher rating system. The first check involves rating students on a list of one hundred social skills. The second check consists of comparing the skills identified as deficient on the first rating against a task analysis for the particular skill. A copy of the checklist is located in Appendix B.

The rating given by a teacher helps to determine the type of treatment that a child receives. Based upon a 0-3 rating scale:

3. A rating of 3 indicates that the child possesses the skill, performs it with sufficient frequency, and has no need for training.

2. A rating of 2 indicates a performance deficit where the child possesses the skill, but does not perform it with sufficient frequency. The most appropriate treatment is one which increases the frequency of the behavior.

Treatment will ordinarily consist of some type of manipulated consequences.

1. A rating of 1 indicates that the child performs the skill, but performs it inadequately. This rating calls for a second level check against the task analysis for the skill. Direct instruction of the skill may be the most appropriate treatment.

0. A rating of 0 indicates that the child does not possess the skill. Direct instruction of the skill is the most appropriate treatment.

Checklist Example

The student adequately and appropriately:

______	68.	smiles when encountering acquaintances.	P-IR-1
______	69.	listens when encountering acquaintances.	I-IR-1
______	70.	participates in group activities.	I-IR-2
______	71.	helps peers when asked.	I-IR-3
______	72.	accepts ideas different from own.	I-IR-4

N. A rating of N means that the rater has had no opportunity to observe the skill. The appropriate response to these ratings involves increased student observation or the manipulation of events designed to evoke use of the skill.

NA. A rating of NA means that the skill is not age appropriate.

Teaching Social Skills Lessons

Teaching social skills can be undertaken through a variety of procedures. Goldstein (1973) and Oleberg (1984) tend to emphasize a problem solving approach, Strain and numerous associates have employed antecedent manipulation and behavior modification techniques, and several others have presented a direct instruction approach (Cartledge and Milburn, 1980; Mesibov and LaGreco, 1981; Stephens, 1979 and 1981; Strain, 1977; Strain, Shores, and Timm, 1977; Strain and Wiegermink, 1976).

The lessons contained in this program are all based on a direct instruction model. All lessons consist of a six-step (6) procedure including:

1. **Establishing the need** - The purpose of this step is to help students to see the relevance of the skill and consider consequences for not performing the skill.

2. **Identifying skill components** - The purpose of this step is to present and verbally rehearse the sequence of actions.

3. **Model the skill** - Modeling is employed because it facilitates more rapid learning than other procedures.

4. **Role playing the skill** - This step is used to have students exercise the skill and receive feedback on the skill performance.

5. **Practice** - The practice steps generally occur after the presentation and are used to account for memory problems of the mentally disabled learner. Feedback is also given during practice to refine skill performance and assure maintenance of the skill.

6. **Generalization and transfer** - This step is designed to encourage students to perform the skills in settings outside the special class, with different people, and at different times.

Rationale for Content of Lessons

Many of the direct instruction lessons contained in this program are similar to Social Skills in the Classroom by Thomas Stephens (1978) and Skillstreaming the Adolescent by Goldstein, Sprafkin, Gershaw, and Klein (1980), but differ in that the lessons are adapted to match the learning characteristics of mentally disabled children. These include special consideration for deficits in **discrimination, attention, memory,** and **generalization.**

Discrimination

Due to the fact that mentally disabled youngsters lack the ability to discriminate the essential components of a social skill, two procedures are used in each lesson to assist students in identifying the skill components. First, each skill is task analyzed to identify the skill components and then the essential components are presented to the students. Second, when skills are modeled, the critical components are narrated and emphasized while they are being performed. This procedure includes what is described in many of the lessons as **thinking aloud.**

Attention

Considerable research indicates that mentally disabled children have difficulty maintaining attention to task. Attempts to enhance attention are made in modeling and role playing. Modeling brings some novelty to the instructional setting and role playing enhances attention through provision of active participation and feedback incentives.

Memory

The major deficits in the memory process of mentally disabled children are inadequate rehearsal and verbal mediation strategies. To account for the lack of rehearsal strategies, rehearsal is imposed upon the learner in a number of ways including oral rehearsal of skill components, role playing the skills, completing homework to practice skills, scheduling review sessions, and giving in-school situations where a particular skill must be exercised. In an effort to give students verbal mediators to help learn the social skill, different age-appropriate strategies are utilized. At the primary level, labeling and unison rehearsal of the skill components are used to help guide students through a sequence of actions. In some cases special chants or poem like verses were created to assist in the verbal mediation. For older students, a procedure called "Thinking Aloud" is used for verbal rehearsal; in some cases writing the skill components is used for direct rote rehearsal; discussion is used to increase verbal elaboration; and reading the skill components on homework are all designed to encourage language mediators for assisting students to follow a sequence of actions.

Generalization

In nearly all previous attempts to teach social skills to mentally disabled learners, the students failed to generalize the skills learned. Generalization is not likely to occur unless strategies which enhance the likelihood of generalization are employed. In part, attempts to create language mediators contributes to generalization, but these are not enough. A variety of generalization procedures are included in each lesson. They include such tactics as self reporting, reteaching in different environments, transfer and fading of reinforcement systems, changing trainers, supportive cuing in different environments, and reinforcement for generalization.

Simulation vs. En Vivo Training

For nonhandicapped persons, simulation training which involves the procedures described in the guide has proven to be very effective. Unfortunately, mentally disabled individuals frequently fail to generalize from this type of instruction. **En Vivo** (meaning in real life) instruction is provided in real life situations, such as in regular classrooms, on the playground, in the community, and on the job. Each type of training has its advantages and both should be used.

Simulation training carried out in the classroom allows more opportunity to provide students with practice and feedback on how they perform specific tasks. Teachers can model, correct, and reinforce behavior in ways that allow them to shape appropriate performance on the part of the student. This training can be critical, but simulation training alone is insufficient due to transfer problems between simulation and real life settings.

En Vivo instruction is necessary because naturally occurring antecedents and consequences will only be present in real life situations. **En Vivo** training alone may also be insufficient for some students. We can accurately assume that students have had many real life experiences with all the natural antecedents and consequences and they are still exhibiting social skill deficiencies. In addition, some social skills that are critical to social acceptance occur at such low frequencies that opportunities to teach them are seldom present. Thus, the concentrated simulation training offers some benefit to those who require the skills to be broken down into discrete steps and trained.

The most appropriate way to directly teach social skills is to do as much as possible in natural settings. This should also be complemented by the simulation training.

Instruction for Carrying Out a Social Skills Lesson in Simulation

After assessing needs, group students according to their need to acquire or refine specific social skills. Lessons generally go best when students are made aware of the sequence of instruction and spend some time getting comfortable with the idea that they will be engaged in discussions and role playing. For some youngsters, role playing is believed to be a very unpleasant experience and a teacher will have to help these students work through this difficulty.

Read Lessons in Advance

As the instructor, read lessons completely prior to attempting to teaching them. Some of the lessons require advanced preparation of materials that are relevant for use with the particular students being taught. For example, for a group with poor language skills, a teacher may need to prepare feedback and script cards to use during modeling and role playing steps. In other lessons the teacher may wish to solicit the assistance of a competent role model or another adult. Further, some lessons may require use of special props that should be on hand before beginning instruction. In addition, at the secondary level, homework forms must be copied in advance of the lessons.

Modify the Lesson

An additional reason for reading lessons in advance is to determine whether or not the lessons should be modified to make them more age appropriate or more relevant to a particular group of students. For example, the lesson on responding to teasing and name calling is written for the junior high level because problems in this area tend to be more intense at that age level. In a particular setting, a teacher may wish to modify the content of the lesson to address the issue in a way that is relevant to either a younger or older group. As long as all six steps are followed when teaching the social skill lessons, teachers should feel free to alter the content of the lessons to address individual student needs and learning characteristics.

Getting Set Up

The lessons presented in this guide require various kinds of materials and simulated settings. In some cases, materials must be prepared and arranged in advance of instruction. Other lessons require assistance from other adults and preparation of students to play roles.

Establishing the Need

All direct instruction lessons begin with establishing the need for the skill. Essentially, the teacher creates conditions or provokes thinking which will make students personally aware of the need to acquire and exercise a particular skill. Most lessons begin with questions, a story or a puppet skit that introduces the skill. Through discussion of personal experiences or the introductory story, students identify reasons why a skill is necessary and establish consequences for knowing or not knowing the skill. For the most part, consequences should be elicited from students rather than be provided by the teacher. However, some mentally disabled students will need prompting to elicit consequences.

The purpose of this step is to enhance attention to the instruction by making the topic personally meaningful. In addition, the discussion of need is an excellent lead to the next instructional step.

Identify the Skill Components

After establishing a need for the skill, the teacher should list the skill components. For intermediate and higher levels, the steps should be written on poster board, chalkboard, or overhead projector. These skill components may be elicited or provided, but eliciting the steps maintains the involvement of the students.

Once the skill components are listed, a variety of techniques should be used for rehearsal. For young children rote rehearsal should be imposed for part of the instruction and rehearsal should be cued to elicit recall and recitation. Rote rehearsal may consist of unison reading of the skill component listed on the chalkboard, repetition of a poem that presents the skill components, writing the skill steps on homework forms, and daily recitation of the components. For older children, a verbal elaboration strategy is more age appropriate and more successful than rote rehearsal. Verbal elaboration consists of teacher lead discussions covering each step of the skill. Through discussion, a variety of aspects of the skill steps are repeated, paired with associative information, and made personally relevant to the students.

Rehearsal of the skill components should occur over an extended period. One helpful procedure is to post the skill steps and then review them occasionally to facilitate distributed practice. A second procedure is to directly query students on their recollection of the skill components.

Model the Skill

Both live and symbolic modeling are effective when teaching social skills. Live modeling may consist of a teacher, another adult, or a competent peer acting out how the behavior is performed. Symbolic modeling serves the same purpose, but uses video tapes, movies, and puppets to demonstrate the skill. Modeling also helps maintain attention to the lesson. When puppets are used with primary level children, they become quite aroused. The older students seem to appreciate seeing their teacher and others they know perform before them.

Think Aloud Procedure

Due to the poor discrimination skills of handicapped youngsters, each of the skill components must be identified during the course of modeling the entire skill. This can be done during symbolic modeling by stopping and narrating the scene being played out. For live modeling, the teacher or other competent model can use the "Think Aloud Procedure". When using this procedure, the teacher is able to demonstrate the cognitive steps of many of the social skills. The following example is provided to illustrate the "think aloud procedure":

Skill: Making invitations

Thinking aloud: "Gee, I don't have anything to do by myself. I think I'd like to go swimming. It would be nice to go with Bob Adams. I think I'll ask Bob. I think that I'll do it right now."

Approaches Bob.

Speaking: "Hi Bob! How would you like to go swimming this afternoon, my mom will drive us."

Bob responds: "Sorry, I can't right now."

Speaking: "Ok, I'll try to find someone who's not busy."

In the example above, the following skill components were modeled and narrated through the think aloud procedure:

1. Choose what you want to do.
2. Decide if you want someone to play with or come with you.
3. Decide who you want to invite.
4. Choose a time to invite the person.
5. Make the invitation.
6. If the person cannot play or come, ask someone else.

In addition to modeling and narrating the skill components, students may be asked to recite or discuss the skill steps they observe.

For some lessons, modeling the skill more than one time is necessary. Each time the skill is modeled, the context is changed to demonstrate that the skill should be generalized to a variety of conditions or settings. For example, the skill for responding appropriately to name calling might be modeled for playground, home, classroom, and school bus settings. The person doing the name calling may be an adult, a peer, or a sibling.

Role Play of the Skill

During the role playing portion of the lesson, a number of attempts are made to address the learning deficiencies of handicapped youngsters. Attention to the lesson is facilitated by the active role taking. Further, the skill components are actively rehearsed during role playing sessions. In addition, attention is enhanced by giving pupils feedback responsibilities. Feedback assignments may be made verbally or through use of feedback cards. When giving verbal assignments, the teacher simply tells each student to watch for a single specific skill component. The feedback cards do the same as verbal assignment, but may be collected after each newly role played situation and redistributed to give class members a new skill component to concentrate on while a fellow student performs.

Feedback coming from classmates and the teacher serves the following purposes:

1. Feedback enhances the pupils discrimination of specific skill components.
2. Feedback helps to shape the skill to a refined performance level.
3. Feedback serves as a reinforcer and helps maintain the skill once it is acquired.

For some children, prompting is a very important aspect of the role playing part of instruction. These pupils need to be reminded of each step to perform the task correctly. After promoting a child to correct performance, the skill component or skill itself should be reinforced with praise or some other reward to assure that the correct behavior will occur again. When a child requires a great deal of promoting, the skill should be retaught at a later date and practiced extensively.

Generalization deficiencies also are addressed during role playing sessions. By creating a number of simulated conditions, pupils are provided with a variety of circumstances under which the skill should be used. When possible each time a different student role plays the skill, it should be for an altered circumstance. For example, if one student role plays negotiating with a supervisor, the next might role play negotiating with a parent and then with a co-worker.

Practice

For a new skill to be maintained and eventually generalized, it must be practiced. Handicapped children need considerable practice in learning academic skills and the same efforts must be made to teach social skills. Practice may be carried out in a variety of ways. The following list is a compilation of suggested practice activities:

1. **Whole skill prompts** - When opportunities arise during times subsequent to an initial instructional session, the teacher prompts skill performance with statements and cues which help the child initiate the sequence of the skill components. A typical prompt to an elementary school pupil would be something like "Show me how you are supposed to pay attention," and "Tell me how to ask someone to play and then you can go ask someone to play." The nature of the prompts must be changed to fit the particular child.

2. **Coaching** - For children who are unable to execute a particular skill in total, a student may be coached through the skill on a step by step basis. This procedure may be used in lieu of modeling to help involve a child in correctly role playing the skill. Coaching simply means telling the student what to do and then providing feedback. The following dialogue should illustrate the procedure:

   Teacher: "We are going to practice the greeting skill today. First, John, I want you to look me right in the eye."

   Student: (makes eye contact)

   Teacher: "Good, now I want you to smile and say Hi, Mr. Jones."

   Student: (smiles) "Hi, Mr. Jones."

   Teacher: "Good John, but you have to keep looking me in the eye. Let's try again. Look me in the eye, smile, and say Hi, Mr. Jones."

   Student: (smiles and maintains eye contact) "Hi, Mr. Jones."

   Teacher: "That's right, now ask me a friendly question..."

3. **Skill challenges** - Skills may be practiced by challenging students to exercise the skill. Classes should be informed that they will be required to carry out skill challenges. A skill challenge occurs when a contrived social or classroom situation is created where a pupil must demonstrate use of a particular skill. For example, after the initial instructional session on the skill related to giving help, the teacher says: "Ann, I want you to ask Melinda to help

you move this stack of books to the Media Center." The pupils are then given feedback on how they performed their respective roles. Each student should be challenged individually at least once after a lesson has been taught.

4. **Homework** - The lessons generally call for formal homework at the junior and senior high levels and informal homework for elementary age children. For junior high students, a camera ready homework form is available in Appendix B. Junior high students provided to be too slow in copying skill components from the chalk board to efficiently use the general homework form used with high school age students. The general form requires that students write the skill components. Writing the skill components constitutes an imposed rehearsal of the skill components. Homework forms are used when the skill is practiced outside the special education classroom. They constitute both a practice tool and an attempt to facilitate generalization and transfer.

5. **Skill Review Sessions** - Approximately once or twice per month up to four social skills are reviewed in a class session. These sessions consist of a review of reasons for using the particular skills, the skill components, and modeling by one or two proficient class members.

6. **Daily role playing** - Not all students require daily role play, but some pupils will need to role play the skill several times to be able to give a refined performance. Through feedback given during and after the role play practice sessions, skills will be shaped to correct performance.

7. **Skill of the week** - When a new skill is introduced, it may be emphasized by posting the skill components. At least once per day during the week, the skill components are orally rehearsed.

8. **Reteaching the lesson** - The same lesson may be retaught (usually in an abbreviated form) at a later date. Reteaching would normally occur several weeks after it has been taught the first time.

9. **Reteaching at different levels** - Several of the social skills will need to be retaught as students become older. For example, the lesson on coping with teasing may be taught for a playground and classroom context at the elementary level where the primary problems are

related to name calling, however, the skill may need to be retaught to high school students with an emphasis on coping with the type of teasing that occurs in a work setting.

Generalization

Unless efforts are made to facilitate generalization, the instruction provided in the classroom is likely to go to waste. The recommended procedures are often easy to neglect, but teachers should be vigilant in their efforts to encourage generalization. Special education teachers must remember that many of their students are under their stimulus control. Social skills that occur in the special class will not always occur in other environments. The phenomena is similar to the difference in behavior of children when they have a substitute teacher and their own regular teacher. Each lesson contains at least two suggestions for promoting generalizations, but teachers should make an effort to use any other additional techniques appropriate. Some of the methods recommended include:

1. **En Vivo instruction** - Teach the social skill lesson in a real life situation. This reduces some of the transfer problems which are inevitable when instruction is provided in special class settings. It increases motivation and makes better use of natural cues and consequences.

2. **Prompting skill use in different environments** - Skills which relate to the school environment may be prompted by a number of different individuals. The special education teacher should solicit assistance from regular class teachers, playground monitors, lunchroom monitors and the school office staff. These individuals can then use the whole skill prompting techniques discussed previously. This procedure may also be used with parents serving as the prompters.

3. **Feedback in different environments** - Solicit the assistance of regular class teachers, school officials, and parents by providing them with a list of the skill components or a precise description of the skill. Ask that they give the children feedback on performance of the skill.

4. **Reinforcement in different environments** - Ask regular class teachers, administrators, and parents to point out the specific social skills to students and praise or otherwise reward children for exercising skills taught in the special class. Do not specify the type

of reinforcement because children should become conditioned to the reinforcements that are likely to be delivered naturally by the people in their environment.

5. **Reteaching in a natural setting** - Sometimes a skill may be taught in simulation first and then retaught in the setting where it should naturally occur. For example, a lesson on following lunchroom rules may be retaught in the actual school lunchroom. For older students, trips into the community where skills are retaught should be considered to help facilitate generalization and transfer. The skill may be practiced in a variety of settings. For example, for the skill on respecting public property, role playing may be repeated at several community locations.

6. **Reteach or practice with a change in constellation** - If a skill is taught and practiced one time with the whole class, practice the skill with a different individual and a different size group. For some skills, this may include having the same lesson taught in the regular classroom, practicing with children brought in from different classrooms, and changing the role playing partners of different sex and age.

7. **Instruct and practice the skill with a different trainer** - Ask other adults to teach, supervise, and give feedback on performance of a particular skill.

8. **Self-reporting** - Ask students to report on their own use of the skill. This means that the teacher should query students frequently. Accurate reporting of skill use should be rewarded with praise or other suitable reinforcers.

9. **Self-monitoring** - Students may be asked to monitor their own skill use. Students may be asked to take a 3 x 5 card with them to use in another environment. They are to mark down each time they use the skill. For example:

    Name: John H
    Place: Mrs. Adams' room
    Skill: Paying Attention

    ____

    ____

10. **Reinforce generalization** - Provide pupils with reinforcement for generalizing social skills learned in the classroom.

    In addition to the ten methods listed above, a variety of other instructional aspects address generalization. They include practice, developing verbal mediators, and training to a wide variety of examples.

Follow-up and Performance Deficits

Not all pupils will meet the performance criteria for each of the social skills introduced in the structured learning lessons. In many cases, the lessons should be repeated and followed up with a variety of interventions. In some cases, a skill will be adequately learned, but after instruction, the pupil still will have a performance deficit. Performance deficits exist when a student can perform a particular social skill but does not exercise the skill frequently enough. A number of procedures may be used to improve upon performance and self control deficits. The methods include: use of interdependent contingencies, token economy, behavioral contracts, social reinforcement, a variety of prompting and cuing procedures, peer instruction, self-monitoring and cognitive behavior modification. The Boys Town procedures described in the previous chapter are powerful methods for responding to students with performance and self-control deficits.

Some responses which may be used to follow up direct instruction, deal with performance deficits, and address special individual problems are discussed as follows:

1. **Token Economy** - Token economics can be used to reinforce appropriate behaviors. For example, in one primary classroom, cotton balls glued to a Santa Claus beard were used as tokens to reward skills such as staying on task, listening, and completing work. When Santa's beard was complete, they earned an opportunity to have lunch at the teacher's house. When the holiday was over, children were easily weaned from the reinforcement schedule.

2. **Behavioral contracts** - Behavioral contracts where students are rewarded for exhibiting appropriate social skills can be developed for students who compulsively act out or persist with some other socially unacceptable behavior. Changing criterion contracts where small increments of change are expected each week are very useful for developing social behaviors.

3. **Peer instruction** - Peer instruction has often been used to help students learn academic skills and it is very effective when used to improve social behaviors. Nonhandicapped or proficient handicapped pupils can be taught to prompt, give feedback, and praise specified social behaviors.

4. **Cognitive behavior modification** - Students can be taught to talk to themselves subvocally. The procedure involves having the student describe to himself the conditions or event, what the alternatives for behavior might be, and then reward self with a subvocal statement such as "good for me". The following talking-to-self dialogue is provided to illustrate the procedure. The example is for a student who is a habitual belcher.

   Student: "I am working at my desk and I feel like belching. What will happen if I burp real loud?"

   Student answering self: "The teacher might get mad, the kids might not like it, and I'll disturb class. What can I do?"

   Student: "Well, I can hold the burp in or just try to do it quietly."

   Student: "I'll just try to hold the burp in or just try to do it quietly."

   Student: "I'll just try to hold it in for two minutes."

   (Two minutes passes.)

   Student: "Good for me, I was able to hold it in for two minutes. I'll give myself a check mark.

5. **Interdependent contingencies** - Since no two students have identical social skill needs, a system of interdependent contingencies may be used to reinforce individual social skills. The procedure works as follows:

   A different skill deficiency is identified for each student. For some that may mean reduction of obtrusive behaviors, for some it may mean increasing interaction, and for others it may mean increasing task related performance. When all of the students meet their individual performance criterion, the whole group is rewarded. A modified version of this same approach is to have a reward raffled each week. Each student has his or her own behavior and performance criterion. The more frequently a pupil reaches criterion, the more often a raffle ticket is added to a box. A ticket is pulled from the box once each week and the winner receives the prize. The intermittent nature of the reward tends to help maintain appropriate behaviors over long periods of time.

6. **Home contingencies** - Home contingencies simply mean that the parent reinforces the pupil for appropriate behavior. For example, a student given more TV time when the teacher reports that the child performed some social skill correctly. Home contingencies have several advantages when trying to encourage improved social behavior. First, the skill is emphasized when the pupil is out from under the stimulus control of the teacher. Second parents often are able to use more potent positive and negative reinforcers to encourage appropriate behavior. Third, the procedure helps encourage a dialogue between school and home that can be useful when addressing a whole range of problems.

Creating More Lessons

This program should not be construed as a comprehensive social skill curriculum. Instead, teachers are provided with twenty-five starter lessons at each instructional level. Students will demonstrate problems in areas not covered in the Project SISS program and the lessons may be written for a level which is not compatible with individual student needs, abilities, or ages. In these cases, teachers may wish to write their own lessons and add them to the Project SISS materials.

Since the methods used in the Project SISS program have research verification, teachers should consider following the same six step instructional format:

1. Establishing the need
2. Identify the skill components
3. Model the skill
4. Role play the skill
5. Practice
6. Generalization and transfer

In addition to following the format for instruction, teachers must remain cognizant of the need to assist students in maintaining attention, discriminating the various components of social skills, using age-appropriate rehearsal strategies, and maintaining and generalizing what has been taught.

PRIMARY

At the primary level (ages 5-8), the social status of children is often affected by teacher attitude and acceptance of the child. Therefore, many of the social skills recommended for instruction to young children are directed at teacher pleasing behaviors. Teaching these behaviors is seen as a proactive approach to classroom management. The alternative is to respond to students' inappropriate behavior and correct it.

SOCIAL SKILLS LESSON -- PRIMARY

Attending to Teacher During Instruction

Objective: Pupils will attend to the teacher during instruction.

Performance Criteria: This skill will be performed adequately when the pupil:

1. maintains upright sitting posture.
2. sits facing the direction of the teacher.
3. directs eyes at teacher during instruction (i.e., when teacher is providing information, giving directions, or demonstrating).
4. responds immediately to directions.
5. moves head to follow teacher with eyes as she/he moves.
6. directs eyes in the direction where the teacher points.
7. maintains eyes on teacher during the entire course of instruction.
8. gives occasional nonverbal gestures to indicate understanding (e.g., head nod, facial changes).

Materials: Prizes (e.g., small pieces of candy, small amounts of pop corn, or tokens), pictures posted in the front of the classroom.

Procedures:

Step #1. Establishing the Need

a. Tell the pupils that you are going to play a looking game and that there are prizes for those who play the game carefully. The game is played by watching the teacher as she talks. Sometimes the teacher will tell where the prizes are and sometimes the teacher will point in the direction of the prize. A pupil can win a prize if they are the first to raise their hand and tell the class where the prize is. The rules include a stipulation that a pupil cannot win more than once and may not retrieve his or her prize until the game is over.

b. After playing the game, ask pupils to tell what is necessary to win a prize in the game. Elicit that they must listen and watch the teacher.

c. Ask pupils to identify consequences of attending to the teacher. Elicit that pupils will learn more, teachers will be happy, and parents will be happy.

Step #2. Identify the Skill Components

a. Elicit through discussion or provide pupils with the following:

1) Sit up straight.
2) Listen carefully.
3) Look where the teacher points and where the teacher moves.
4) Follow teacher's directions.
5) Nod or smile to show understanding.

b. Write steps on chalkboard or overhead.

c. Rehearse the steps with the pupils. Repeat the sequence in unison at least twice.

d. Have pupils restate or paraphrase the steps.

Step #3. Model the Skill

a. Explain to the pupils that it is important to pay attention to the teacher in all their classes.

b. Appoint a pupil to act as the teacher. The pupil's job will be to tell the class what he or she is wearing and to tell where three of his or her classmates sit in the classroom.

c. Before the pupil begins to speak, the role playing teacher uses the think aloud procedures to point out that he/she is sitting straight, facing the speaker, and looking at him/her. The teacher narrates how he/she is attending to the speaker by moving her head to follow the speaker and looking where the speaker points.

Step #4. Role Play

a. Tell pupils that you will be talking to them about the picture that is posted in the front of the room. Their job will be to pay attention and follow the attending procedures. Encourage all class members to sit up straight, face in the direction of the teacher, and look at the teacher.

b. Talk about the picture and move and point.

c. Ask pupils how they did. Did they sit straight, look where teacher pointed, etc.?

d. Using another picture, repeat the role playing and have each pupil monitored and given feedback by another pupil.

Step #5. Practice

a. For four or five days subsequent to the lesson, begin class with the unison repetition of the steps for paying attention.

b. During instruction provide feedback and reinforcement to pupils for their attending behavior.

c. Give students an assignment to pay attention when enrolled in a regular class. Have them report on how they did.

d. Continue to intermittently provide feedback and reinforcement on attending behavior.

Step #6. Generalization

a. If pupils are not attending to instruction while integrated into regular classrooms, ask cooperating teachers to remind and reinforce pupils to attend to instruction.

NOTE: Consideration must also be given to the fact that lack of attention may mean that the subject matter is beyond the pupil's comprehension.

b. Ask regular education teachers to report on good attending behavior. After receiving good reports, reinforce the pupils and take the opportunity to restate the attending procedures.

c. Ask pupils to report on how well they attended in regular classes.

SOCIAL SKILLS LESSON -- PRIMARY

Maintaining Appropriate Sitting Posture in Class

Objective: Pupils will exhibit appropriate sitting posture while seated at their desks.

Performance Criteria: This skill will be performed adequately when the pupil:

1. sits in chair with back straight.
2. faces forward while sitting.
3. puts feet on the floor in front of him or her.
4. keeps chair legs on the floor.

Materials: Student desks.

Procedures:

Step #1. Establishing the Need

a. Ask pupils if they have ever fallen off a chair and hurt themselves. Ask if they have ever missed what the teacher or another pupil has said. Elicit positive responses or ask hypothetical questions to get response that will lead to a conclusion that it is necessary to sit straight at one's desk.

b. Ask students to state how they are treated when they do not sit straight. Elicit that they are yelled at, punished, or some other aversive response.

Step #2. Identify the Skill Components

a. Tell the pupils that there are just four things they must remember:

1) sit with their back straight so they won't get sore
2) face to the front
3) put their feet on the floor
4) keep the chair legs on the floor

b. In a sing-song fashion, have pupils rehearse the following in unison:

"I have my back straight so it won't get sore.
I have my face front so I will learn more.
I have my feet flat on the floor.
I have my chair legs down, all four."

Step #3. Model the Skill

a. Demonstrate the skill yourself or use a doll to do so. Narrate all of the steps and point out each of the skill components to the pupils.

Step #4. Role Play

a. Simply tell each student to demonstrate the skill and narrate the skill components for the rest of the class.

b. Provide youngsters with feedback and praise for correct performance of the skill.

Step #5. Practice

a. For a few days after the initial lesson, begin some of the instructional periods by singing the sitting posture song. Provide feedback to pupils for correct performance of the skills.

b. From time to time, prompt students to exhibit how they are to sit at their desk. Praise correct performance.

c. Challenge individual pupils to demonstrate the skill. Provide feedback and praise.

d. At a skill review session, have students sing the sitting posture song and show how they can demonstrate the skill.

Step #6. Generalization

a. Inform regular class teachers that the pupils have received instruction in appropriate sitting posture. Ask the teachers to prompt the behavior.

b. Ask pupils to report on their sitting posture. Praise them for reporting positively.

c. Ask for feedback from the regular teachers.

SOCIAL SKILLS LESSON -- PRIMARY

Gaining Teacher Attention

Objective: Pupils will gain teacher attention without interrupting instruction or other students' work.

Performance Criteria: When seated, this skill will be performed adequately when the pupil:

1. looks to see if teacher can see him/her before trying to gain teacher attention.
2. raises hand.
3. waits to be called upon.
4. puts hand down if teacher's back is turned.
5. refrains from speaking until called on.
6. refrains from obtrusive motor or vocal behavior to gain teacher attention.
7. speaks when called upon.

When permitted to be out of seat this skill will be performed adequately when the pupil:

1. can identify times when he or she is permitted to be out of seat.
2. approaches teacher quietly.
3. stands in spot where he or she will be visible.
4. uses a single light tap on the shoulder if the pupil is not visible.
5. waits for teacher to finish before speaking if the teacher is busy.
6. makes request for help, information, or permission.
7. makes request in a low tone of voice.
8. says thank you after help, information, or permission is provided.

Materials: Optional hand puppets.

Procedures:

Step #1. Establishing the Need

a. Tell pupils that you will be talking about how they should behave when they are integrated into regular classrooms. Also, say that you will be practicing those skills in the special class. Tell them that one of the things regular classroom teachers like is when they gain their attention politely.

b. Read the following optional story to introduce the lesson.

Pesky Paula
(This story line may be played out with hand puppets.)

Paula Parsons loved school. She was usually the first to arrive and the last to leave. When the teacher asked a question, Paula always raised her hand. When Paula was working she always wanted the teacher to see her paper. Paula tried so hard to please her teacher and get her attention that Paula became a pest.

Paula didn't know she was a pest, but everyone in the class knew she was. Some people began calling her Pesky Paula. When called that name, Paula would say back "I am not pesky. Don't you say that." But that fact is that Paula was pesky. She was always disrupting class and bothering the teacher when she wasn't supposed to. Sometimes Paula would yell for the teacher to come when everyone was working quietly. At other times she would go right up and interrupt the teacher when she was working with one of the other children.

Paula's teacher got very tired of these interruptions and began telling Paula to be quiet and wait. Paula didn't wait so the next thing the teacher did was make her stand in the hall. For awhile Paula stopped interrupting, but not for long. Even Paula's parents became upset when the teacher called them to explain Paula's behavior.

c. Ask pupils to tell the consequences for not getting the teacher's attention appropriately. Elicit "Teacher gets angry," "Teacher won't want to help," "other kids won't like you if you disturb them," or similar statements.

Step #2. Identify the Skill Components

a. Provide pupils with a list of rules. Introduce each rule individually and have pupils state the rule in unison.

Rule #1. "I look to see if the teacher can see me."
(Rehearse the rule until all the pupils are able to restate the rule with the group. Repeat these actions through each of the following rules.)
Rule #2. "If the teacher can see me, I raise my hand."
Rule #3. "I wait until called on."

Rule #4. "I remain quiet while waiting -- no wiggling or noise making."
Rule #5. "If the teacher can't see me, I put my hand down."
Rule #6. "When called on, tell the teacher what I need."

If pupils can read, put rules on the board or on a handout.

b. Chaining: Once all the rules have been stated by the group, use a chaining procedure to remember the sequences (e.g., say Rule #1 in unison, say Rule #1 and #2 in unison, say #2 and #3, and so on).

c. Use a similar procedure when working on gaining teacher attention when permitted to be out of seat. The rules can be generated from the task analysis. This may be done as a separate lesson.

Step #3. Model the Skill

Model the procedure for the students with one of the children playing the role of the teacher. Repeat the modeling and narrate how each of the rules are being followed. Call your modeling "thinking aloud." For example:

"Now I'm looking to see if the teacher can see me."

"The teacher can see me so now I am raising my hand."

Step #4. Role Play

a. Tell the pupils that each of them will have to demonstrate the procedure twice. First, they will appropriately get the teacher's attention and second, they get attention and tell which rule they are following. Each pupil in the class will be given an opportunity to demonstrate. Have your most able students perform first.

b. Give pupils feedback and praise.

c. Have pupils evaluate their own performance.

Step #5. Practice

Tell pupils that you will be practicing the skill every day. On an intermittent basis, reinforce pupils for correctly gaining teacher attention. For a few days after the initial lesson, go through the rules in unison. Gradually, fade the reinforcement and drop the rehearsal after two weeks.

Step #6. Generalization

a. At the beginning of the school year, ask the regular classroom teacher to teach an abbreviated form of this lesson to his/her class.

b. Provide regular class teacher with a list of the rules and ask that the integrated handicapped students be reminded to the follow the rules.

c. Ask regular class teacher to provide occasional praise for appropriately gaining teacher attention.

d. About once each month or two go over the rules.

SOCIAL SKILLS LESSON -- PRIMARY

Answering Questions Asked by Teacher

Objective: Pupils will answer questions asked in class by the teacher.

Performance Criteria: This skill will be performed adequately when the pupil:

1. attends to question.
2. makes eye contact with teacher.
3. asks that question be restated, if necessary.
4. takes short moment to think of a response.
5. responds to question in a voice loud enough to be heard.
6. if answer to question is unknown, honestly states that he or she does not know the answer.
7. maintains eye contact until feedback is given.
8. if response is incorrect, attends to teacher or other student when correct response is provided.

Materials: Two-hand puppets, chalkboard.

Procedures:

Step #1. Establishing the Need

a. Tell the pupils that you are going to show them how, _______, the puppet, overcame another problem he used to have in the puppet school. Tell pupils that, __________, used to have trouble answering questions that the teacher asked. Using the hand puppets, act out the following situation:

Puppet teacher: "__________, can you tell me how much 2 + 2 is?"

Puppet pupil: (says nothing, bobs up and down, and looks around)

Puppet teacher: "__________, are you listening?"

Puppet pupil: "I didn't hear."

Puppet teacher: (loudly and angrily) "Well, young man, if you paid attention you could hear. Now, how much is 2 + 2?"

Puppet pupil: (muffled, unclear, and quickly) "2 + 2 = 6."

Puppet teacher: "__________, you'll have to speak more clearly; I thought you said 2 + 2 = 6."

Puppet pupil: "I did." (then turns head and bobs)

Puppet teacher: "Next time you answer you better think longer because 2 + 2 = 4. __________, you aren't paying attention. I think you better stay after school tonight."

b. Discuss with the class how the puppet might have stayed out of trouble through good question answering. Try to elicit a list of consequences for knowing how to answer and not knowing how to answer.

Step #2. Identify the Skill Components

a. Introduce the puppet to the class and tell the class that __________ has learned how to answer questions correctly and he will now share with the class what he has learned to do.

Puppet speaking:

I know how to answer questions now.

First, I pay attention when the teacher asks a question. Second, before I answer her, I look right at the teacher. I look her right in the eye. Third, if I didn't hear the question or understand it, I always say, "Would you ask that again please?" Fourth, I always take time to think first before answering. Fifth, I speak right up to answer. Sixth, when I don't know the answer, I say "I am sorry, ma'am, I don't know." Seventh, I keep looking at the teacher until she says something back to me. Eighth, I listen to see if someone else knows the answer when I don't.

b. Ask students if they can remember what the puppet told them. Review all of the steps and state them as rules.

c. Write the following four rules on the chalkboard and have the class repeat them in unison:

I keep my eyes on the teacher.
I ask for the question again when I cannot hear.
I answer or say I don't know.
I listen for someone else's answer.

Step #3. Model the Skill

a. Using the puppets, demonstrate how to respond to a teacher's question. Narrate the skill component.

b. Demonstrate responding to questions which require long and short responses and demonstrate responding when the answer is not known.

c. Discuss with the pupils all of the skill components that they observed.

Step #4. Role Play the Skill

a. Tell students that you will be asking a number of easy questions and that you want them to show how good they are at answering questions.

b. Ask the questions and have pupils narrate what they are going or what they must do before the question is answered.

c. Provide feedback to the pupils on their skill performance and ask them to provide feedback to each other.

Step #5. Practice

a. Practice opportunities are likely to occur daily. On occasion, the rules for answering questions should be repeated. Unison rehearsal is recommended for young children.

Step #6. Generalization

a. Ask pupils to take cards with them to classes where they are integrated. Direct them to put a mark on the card when they answer a teacher's question. Reward them for answering questions in the regular class.

b. Inform regular class teachers of the skill being taught and request that they prompt the behavior in the regular classroom.

SOCIAL SKILLS LESSON -- PRIMARY

Asking for Assistance or Information

Objective: Students will ask for assistance or information when needed.

Performance Criteria: This skills will be performed adequately when the pupil:

1. raises hand to gain attention.
2. waits until recognized.
3. uses appropriate interrogative when asking a question (who, what, when, where, how, can, would).
4. requests assistance in a pleasant voice.
5. phrases question so needed information is asked for.
6. refrains from demanding teacher assistance.
7. when classmates are performing seatwork, asks teacher questions in a low tone of voice.

Materials: A hand puppet where the puppet's arms can be manipulated, a second hand puppet larger than the first.

Procedures:

Step #1. Establishing the Need

a. Read the following short story to the class and use a hand puppet to act out the story parts:

"Hello, class, I would like to introduce you to, __________, the puppet. Just like you, __________ goes to school and he has to know how to behave. He is pretty good right now, but he wasn't always so good. Most of all, __________ didn't know how to ask questions or ask for help without getting everyone in the puppet school angry with him. Here is how he used to ask his teacher a question:

Puppet pupil: "Hey, which book do I need for math?"

Puppet teacher: "__________, you need the red book, but you know you aren't supposed to interrupt."

Ask children to tell what the puppet did wrong. Elicit that the puppet failed to raise his hand and that the class was disturbed.

Puppet pupil: (in a loud voice) "Teacher, come here and help me."

Puppet teacher: (angrily) "__________, you just wait your turn. Also, you are disturbing the rest of the class."

Ask the class to identify what the puppet had done wrong. Elicit that the puppet had not raised his hand, did not ask for help politely, and spoke too loudly.

b. Tell students that you are going to show them the lessons that the puppet learned so now his teacher and classmates like him much better.

Step #2. Identify the Skill Components

a. Tell the class the following:

"When, __________, the puppet learned how to ask questions and ask for help, here is what he learned:

1) he learned to raise his hand and wait until the teacher called his name.
2) he thought carefully and used the right question words.
3) he learned to speak in a pleasant voice.
4) he learned not to demand the teacher's help.
5) he learned to speak quietly enough so he wouldn't disturb the whole class."

b. Tell children that they will learn all the same things __________, the puppet, learned. Review each of the steps referencing how they will behave.

c. Write the list on the chalkboard and have pupils recite the skill components.

Step #3. Model the Skill (Symbolic Modeling)

a. Using the hand puppets, model each of the appropriate skill components. Narrate each of the components to make sure the children discriminate each component.

b. After the symbolic modeling, repeat the modeling by appointing one of the children to act as teacher and then model the skill yourself.

c. Have students evaluate how you did. Elicit from them each of the skill components that they observed. The modeling may have to be repeated until the children are able to articulate each of the skill components.

Step #4. Role Play

a. Direct pairs of students to act as teacher and pupil and demonstrate asking for information or assistance.

b. Provide feedback to the children when they perform the skill.

c. Some children will have to be coached through the role playing situation.

Step #5. Practice

a. At times during the remainder of the day and again at various times during the week, tell one child at a time that you would like to have them demonstrate their question and help-asking skill for the class. Ask each pupil to evaluate his or her performance and have other class members provide feedback.

b. At times when a pupil makes an error when applying the skill, take an opportunity to review the rules for asking questions and ask students to recite them. Have the transgressor ask his or her question again and praise correct performance.

Step #6. Generalization

a. Inform regular class teachers of the behavior that is being taught and ask that they reinforce the behavior in the regular classroom.

b. Consult with regular class teachers and ask how students are performing. Provide reinforcement to pupils for appropriate performance in the regular classroom. Gradually, fade this practice.

SOCIAL SKILLS LESSONS -- PRIMARY

Sharing Materials

Objective: Pupils will share school materials with others.

Performance Criteria: This skill will be performed adequately when the pupil:

1. identifies certain materials that are to be used by more than himself or herself.
2. refrains from demanding exclusive possession of any materials which need to be shared.
3. waits until another pupil has completed using a material before taking it.
4. requests use of a material while waiting.
5. while waiting, chooses something else to work with.
6. returns material to a specific location after use.
7. makes materials available to others when not using them.

Materials: Enough boxes of crayons or paint boxes for each set of three pupils (these materials are optional), chalkboard.

Procedures:

Step #1. Establishing the Need

a. Read a story such as "The Little Red Hen" which may have a theme about sharing, or read the following optional story:

The Sharing Knomes

Knomes are little people who live in the forest. Some live under toadstools, some live under tree roots, and many build little houses made of twigs and grass. During the winter time all the little Knomes tunnel underground and spend their days playing games and singing songs while the snow falls and the cold wind blows.

In order for the Knomes to build their houses in the spring, they all have to share the services of a special blue bird that comes into the forest on the call of Soree's magic whistle. The blue bird usually helped by bringing twigs from oak trees, grass from the meadow, and pebbles from the brook to build knome houses. In addition, the blue bird would lift the heavy sides until the Knomes could tie the wall together. Without the help of the magical blue bird, the Knomes could hardly build their warm weather houses.

Soree, one of the older Knomes, became very selfish one year and refused to use his magical whistle to call the blue bird to help anyone but him. That year was a terrible year. The Knomes had a hard time building their homes. Some thought they could live under toadstools to stay out of the rain. Unfortunately, toadstools grow mostly just after it has rained.

Since Soree refused to share, the other Knomes decided not to share with him. You see, Soree had a whistle for a blue bird, but the other Knomes owned all of the shovels with which to dig their winter homes. When the others refused to share their shovels, Soree couldn't dig a winter tunnel. Soree said he didn't care and said he would live in his grass and twig house all winter.

Poor Soree, he learned that it is important to know how to share. First the November wind dried up and blew away the grass from his house. Soree's magic whistle wouldn't work because the blue bird had flown south, and when the heavy snows of February came, they crushed Soree's twig home and sent Soree burrowing through the snow to find shelter in a hollow log which he had to share with some noisy chipmunks.

When spring finally came and the Knomes came up out of the ground, Soree was more than willing to share the services of the blue bird. The following fall, Soree was able to borrow a shovel and dig himself a warm winter cave with no noisy chipmunks.

b. Discuss the story and assist children to understand the meaning of the term "sharing."

c. Ask pupils to list some of the things that people share. Elicit that children share toys; parents share tools, utensils, and autos; and classmates share materials.

d. Ask pupils to identify some people in their lives that it is necessary to share with.

Step #2. Identify the Skill Components.

a. Tell students that there are some good sharing practices to follow and that they will be learning a sharing poem. (The poem may be set to music.)

b. List the rules:

1) Pick out the things which need to be shared.
2) Don't keep these things for yourself.
3) Wait until the other person is done before you take the object.
4) When you are waiting, find something else to do.
5) When you finish with something, put it where others can get it.

c. Repeat the following poem with children attempting to follow along in unison.

Me and my friend we know how to share.
Me and my friend we make a good pair.
He takes a turn; then I take a turn.
Sharing is something we've both had to learn.

Me and my friend we know how to share.
Me and my friend we make a good pair.
When he is busy, I can wait.
I do something else, so we won't be late.

Me and my friend we know how to share.
Me and my friend we make a good pair.
When I am done, in the middle it goes.
He'll be glad I was the partner he chose.

Step #3. Model the Skill

a. With the assistance of one of the more competent class members, model a sharing activity such as preparing a bulletin board where there are only one pair of scissors and one set of marking pens between you. These materials should be partially prepared in advance.

b. Narrate the skill by using the think aloud procedure.

c. Discuss the modeled situation with the class.

Step #4. Role Play

a. Review the rules for sharing.

b. Have pupils work in groups of three to demonstrate the skill of sharing. Give each group a coloring or painting task and give each group only one crayon or paint box.

c. Provide feedback to each pupil on how well they shared and have each group evaluate themselves on how well they shared.

Step #5. Practice

a. During the week following introduction of the skill, set up daily experiences where materials must be shared. Before the sharing experiences begin, have pupils repeat the sharing poem. During one sharing experience, give pupils feedback and be sure to praise or reward correct performance of the skill.

b. Hold a skill review session where the sharing poem is reviewed and the skill is modeled.

c. From time to time, create individual challenges where pupils must demonstrate the skill in front of the class. Provide feedback and praise.

Step #6. Generalization

a. Inform regular class teachers that you are emphasizing sharing. Tell them that they could be supportive of your efforts if they were to occasionally praise sharing behavior of the handicapped pupils, and praise the nonhandicapped pupils, when the special class students are present.

b. Ask pupils to report on themselves. Praise them for sharing when in other settings.

c. Send notes home to parents. Request that the parents ask their children to show them how they have learned to share.

d. If appropriate, have regular class teachers reteach this lesson in an abbreviated form.

SOCIAL SKILLS LESSON -- PRIMARY

Keeping One's Desk in Order

Objective: Pupils will maintain an orderly desk and be able to find personal belongings and school materials.

Performance Criteria: This skill will be adequately performed when the pupil:

1. keeps papers and books stacked neatly in appropriate compartment (this may be inside desk or on rack under desk chair).
   - a. books are stacked so they don't fall over.
   - b. papers are placed in folders or notebooks to prevent them from becoming tattered or lost.
2. keeps pens and pencils inside desk or other appropriate container (e.g., school box).
3. keeps top of desk clear to work on.
4. picks up dropped papers, books, pencils, or other materials.
5. keeps floor around desk clear of debris.
6. stores outer wear garments somewhere other than in or on desk.

Materials: Student desk, school box, pens, pencils, papers, and school books, stuffed animal or doll.

Procedures:

Step #1. Establishing the Need

a. Put together a student desk which is a mess. Using a stuffed animal or doll or puppet, identify the desk as belonging to "Messy Bear" (or whatever fits).

b. Ask pupils if they think "Messy Bear" will be able to find his belongings. Elicit that things will get lost.

c. Ask pupils if the teacher will become upset with "Messy Bear". Elicit that teachers are fussy about messy desks.

d. Ask what all the other pupils think of messy children. Elicit that children will tease the messy child.

e. Ask pupils what happens to personal belongings in desks like "Messy Bear's". Elicit that things like pencils get lost and papers get torn.

Step #2. Identify the Skill Components

a. Tell pupils that there are some good rules to follow for keeping their desks straight. Write the following rules on the board:

1) Keep books stacked straight.
2) Keep papers in a folder.
3) Keep pencils in one spot.
4) Pick up things dropped.
5) Keep the desk top clear.

b. Discuss each of the skill components as they relate to classroom desks and procedures. (For example, if school boxes are used, discuss what materials belong in a school box.)

c. Orally rehearse the skill steps in unison at least twice.

Step #3. Model the Skill

a. Tell the class that "Messy Bear" has moved away and that you will be pretending to take his place as a new student.

b. Use the think aloud procedure and straighten up "Messy Bear's" mess to gain the appearance of an exemplary pupil.

c. Ask pupils to evaluate how well you followed all the rules.

Step #4. Role Play

a. Tell pupils that each of them has to show how well they can follow the rules. Give class a couple of minutes to straighten desks.

b. Have pupils change seats and evaluate how well the rules have been followed. Repeat the rules one at a time to have pupils check for each skill component.

c. Send pupils back to their own desks and provide feedback on their performance.

Step #5. Practice

a. For the week following the introduction of the lesson, review the rules for a neat desk at least once daily.

b. Establish skill challenges by approaching pupils and asking them to evaluate how well they are following the rules for keeping a neat desk.

c. Praise pupils who keep neat desks so that you will be heard by others.

Step #6. Generalization

a. Use occasional praise to reinforce pupils for keeping neat desks.

b. Ask regular class teachers serving the handicapped children to intermittently reinforce the pupils for keeping their desks neat.

c. Ask pupils to report on themselves for how well they kept their desks straight.

SOCIAL SKILLS LESSON -- PRIMARY

Entering Classroom Without Disruption

Objective: Pupils will enter classrooms without disturbing instruction or drawing unwarranted attention to themselves.

Performance Criteria: This skill will be performed adequately when the pupil:

1. enters classroom silently when instruction is going on, including:
    a. refraining from banging door upon entry.
    b. refraining from making remarks or unintelligible verbalizations.
2. selects a nonobtrusive route to assigned seat including:
    a. avoid passing in front of teacher giving instruction.
    b. avoid obstructions.
3. proceeds to seat without bumping into objects or people.
4. proceeds to seat without making remarks.
5. takes seat without exhibiting obtrusive motor behavior (e.g., doesn't slam books down or doesn't move desk loudly before taking seat).

Materials: Posterboard.

Procedures:

Step #1. Establishing the Need

a. Read the following story to the class to introduce the lesson.

Noisy Nola

The day is Tuesday. Every Tuesday, Mrs. Hughes, the speech therapist, comes to Grimes Elementary School. Like several other children in the class, Nola gets to spend some time with Mrs. Hughes working on sounds like "s" and "th". Nola likes Mrs. Hughes because the practice experiences are fun and Nola's parents are very pleased with how good her speaking has become.

Not everyone is happy that Nola is going to speech today. Mrs. Sullivan, Nola's teacher, doesn't mind it when Nola goes to speech, it's when she comes back that is a problem. Mrs. Sullivan gets very upset when Nola bangs the door as she comes in the room and says real loud, "I'm back, what are we doing?" Usually everyone forgets what they are doing and pays attention to Nola. After awhile, everyone began calling her "Noisy Nola".

On this day, Nola did her usual thing. She threw open the door with a bang and announced that she was back from seeing Mrs. Hughes. Then instead of walking back to her seat by going around the aisle, she walked right in front of where Mrs. Sullivan was teaching, bumped into Billy's desk, spilling his papers on the floor, and scraped her own desk along the floor to change its position. That's more than Mrs. Sullivan could stand, she had Nola stay after school.

b. Ask pupils how Nola should have behaved to stay out of trouble. Elicit that she should enter the room and take her seat quietly.

c. Ask pupils to identify some consequences for entering the classroom in a noisy or disruptive manner.

Step #2. Identify the Skill Components

a. Present the following rules for entering the classroom.

1) Open the door only wide enough to go in the room.
2) Don't say anything unless spoken to.
3) Choose a path to your seat where you won't bother what is going on.
4) Try not to bump into anything.
5) Sit in your seat quietly.

b. Rehearse the steps orally and post the rules in the room for the remainder of the week.

Step #3. Model the Skill

a. Using the think aloud procedure, narrate your entering the room and taking your seat quietly.

b. Model the skill a second and third time and have pupils identify errors in your performance.

c. The last time you model the skill, do it correctly.

Step #4. Role Play

a. Have each pupil take a turn role playing the skill.

b. Have classmates provide feedback. Feedback assignments may be necessary.

c. Provide feedback and praise.

Step #5. Practice

a. Review the rules for entering the classroom once each day for a week.

b. Challenge individual pupils to perform the skill. Provide feedback on performance of the skill.

c. Praise students who spontaneously perform the skill correctly.

Step #6. Generalization

a. Inform regular class teachers serving the handicapped pupils of the social skill instruction of the week. Ask that they prompt and praise the pupils.

b. Ask pupils to take a card with them when they go into another class. If they follow the rules listed on the card, they are to draw a smiley face on the card and turn it into the teacher.

c. Have pupils monitor each other's performance in settings outside the special education classroom.

SOCIAL SKILLS LESSON--PRIMARY

Board School Bus

Objective: Pupils will follow rules and safe procedures for boarding a school bus.

Performance Criteria: This skill will be performed adequately when the pupil:

1. waits for bus in designated area.
2. remains stationary until bus stops and door is open.
3. has all carry-on objects (book bag, lunch box, etc.) in hand when bus arrives.
4. enters bus unassisted.
5. greets bus driver (Hello, Mr./Mrs. ____, or smiles).
6. selects seat on the bus.
7. keeps carry-on items on lap or between feet.
8. if seated next to someone, smiles and greets the other child.

Materials: Borrowed lunch box, poster paper

Procedures:

Step #1. Establishing the Need

a. Ask how many children ride the school bus. Ask children to tell what would happen if they were standing out in the place where the bus pulled up to pick up children. Elicit responses related to getting run over, having bus driver angry, etc.

b. This optional story may be used to introduce the lesson.

Missed Again

Each day at 3:15 at the Green Meadow School, a line of yellow school buses forms and the children climb on for their rides home from school. Not all of the buses arrive at the same time. First, Mrs. Jones' big bus pulls into the loading zone where the children from the Meadow Field part of town get aboard. Second graders, Jamie, Roger, Katie, and Sarah all ride that bus along with several other children. Mrs. Jones drives her bus to the junior high and picks up another group of youngsters who wait there for the bus home.

Mr. Gray, the man who drives bus number seven, begins his bus route at the junior high and then goes to Green Meadow School where second graders Paul, Nancy, Herbie, and Melissa all get on for their ride to the Lion's Park part of town. Usually, this schedule works well for everyone except Melissa. She has trouble waiting for her bus to arrive. Sometimes she likes to talk to friends waiting for other buses, sometimes she does cartwheels in the grass, and sometimes she wanders over to the playground. When the bus arrives, someone always had to find Melissa and tell her the bus was there.

Well, not paying attention to when the bus arrived was not the only problem Melissa often had. About half the time she had to run around picking up her jacket here, her lunch box there and her papers someplace else while the children waited for her on the bus.

One day, shortly before Christmas, Mr. Gray pulled his bus up and all the children hurried aboard to get out of the cold December wind. They were anxious to get home to their nice warm houses. No one noticed that Melissa was missing. As usual, she had wandered off instead of waiting where she should have. She was sitting on top of the monkey bars as she watched bus number seven head for home. On that cold day, Melissa would have to walk home.

a. Discuss the consequences of not being ready when it is time to get on the bus. Elicit that parents might have to pick them up.

b. Discuss the safety consequences of not waiting in the correct area. Elicit that they could be hit by a bus.

Step #2. Identify the Skill Components

a. State the rules for boarding the school bus.

1) Wait in front of school (or where designated).
2) Have belongings in hand.
3) Greet the bus driver when getting on.
4) Choose a seat and keep belongings together.

b. Write the rules on poster paper and post in classroom.

Step #3. Model the Skill

a. Arrange for early arrival of a school bus.

b. Take students to the bus board area on the school grounds prior to school dismissal.

c. Using a lunch box and some papers, explain that you will be showing them how to board the bus.

d. Narrate and perform each of the steps for boarding the bus.

Step #4. Role Play

a. Have pupils role play and narrate how they are to board the bus.

b. Prompt and provide feedback to pupils during the role playing sessions.

Step #5. Practice

a. Take pupils to bus loading zone on the school grounds just prior to the end of school.

b. Have pupils recite the bus boarding rules.

c. When school buses arrive, coach pupils for appropriate bus boarding behavior.

d. Provide positive feedback to pupils for appropriate bus boarding behavior.

e. The following day have pupils report on how they boarded the bus to come to school.

f. At a skill review session, have pupils recite and role play bus boarding procedures.

Step #6. Generalization

a. Ask bus drivers to occasionally praise pupils for appropriate bus boarding, especially for their trip to school.

b. Schedule a field trip and use opportunity to reinforce proper bus boarding.

SOCIAL SKILLS LESSON--PRIMARY

Following Bus Riding Rules

Objective: Pupils will follow school bus riding rules.

Performance Criteria: This skill will be performed adequately when the pupil:

1. greets bus driver.
2. chooses a vacant seat.
3. remains seated during the bus ride.
4. keeps track of personal belongings.
5. refrains from yelling.
6. refrains from interfering with other bus riders.
7. look for own bus stop.
8. exits bus at appropriate stopping place.

Materials: Chairs, chalkboard.

Procedures:

Step #1. Establishing the Need

a. Read the following story to the class:

Driver Tom's Problem with Billy

Driver Tom just loved to drive his big yellow school bus every morning to school. All the children on his route would smile and say "Good morning Driver Tom."

Tom always smiled back and said something nice to each boy and girl as they got on the bus. On the way to school the children all stayed in their seats, talked quietly, and each of them said goodbye as they skipped off to school for the day.

After school, the children got back on the bus and happily rode home. Driver Tom enjoyed the children so much that sometimes he gave everyone on the bus a lollypop or a peppermint.

All was going well until a new boy moved on to the bus route. His name was Billy and the problems started on the first day he got on the bus. Billy was angry because he didn't want to go to a new school. When Driver Tom said good morning to Billy, Billy didn't even look back. Billy sat in the back of the bus and the whole time on the way to school he wouldn't let anyone sit next to him. Each time the bus stopped to pick up another child, Billy would yell out "When does this dumb bus get to school?"

It didn't take too long for Driver Tom to become angry with Billy. The next morning, Billy got on the bus again. He didn't say good morning to Driver Tom. After taking his seat, he started jumping up and down. Driver Tom had to tell Billy to sit still. Right after that Billy started running up and down the aisle. Driver Tom had to stop the bus and make Billy sit down.

That night, Driver Tom had a talk with Billy's mom. After hearing what Billy had been doing on the bus, his mom wouldn't let him watch his favorite T.V. shows for a week. Billy learned that he was not to misbehave on the bus.

The next week he said "good morning" to Driver Tom, stayed in his seat, and he was nice to the other children. Driver Tom was so happy to see how well Billy behaved that that afternoon on the way home from school he gave everyone on the bus a lollypop, even Billy.

b. Ask the children what they think are the best rules for riding on the school bus. (Explain to non-bus riders that they may ride the bus on a field trip.) Elicit that they should stay seated, not bother other children, and talk quietly.

c. Ask pupils what might happen if children were allowed to walk around while the bus was moving. Elicit that they might fall and become injured.

d. Ask pupils what might happen if they got in a fight on the bus. Elicit that they could distract the bus driver and cause an accident and they may be denied their bus riding privileges.

Step #2. Identify the Skill Components

a. Tell pupils that the bus drivers like to have children on their bus who:

1) Smile or say hello when they get on.
2) Find an empty seat.
3) Talk quietly.
4) Stay in their seat.
5) Get off at the right stop.

b. Rehearse the five things bus drivers like in unison.

c. Optional - practice the following poem.

"When I go to school, I'll ride on the bus.
I'll stay in my seat and won't cause a fuss.
When it's time to get off, my things I'll have ready.
When the bus stops, down the aisle I'll go steady."

Step #3. Model the Skill

a. On a parked school bus, model the skill using the think aloud procedure to point out the skill components.

b. As an alternative, set up some chairs in the classroom to simulate a school bus.

Step #4. Role Play

a. Have pupils role play the skill in groups.

b. Give pupils feedback on their performance.

c. Have each pupil evaluate his or her performance.

Step #5. Practice

a. Repeat the role playing two or three times during the week following the introductory lesson in the classroom.

b. Arrange to practice the skill on a stationary school bus.

c. Review the skill components daily for a week. Have pupils state bus riding rules in unison.

Step #6. Generalization

a. Contact school bus drivers and ask that they remind individual pupils of the rules and to occasionally praise pupils for following the rules.

b. Check with bus drivers on pupil behavior. Praise or reward pupils for good bus riding behavior.

c. Ask pupils to report on their own bus riding behavior. Praise pupils for self reporting.

SOCIAL SKILLS LESSON--PRIMARY

Walking Through Hallways and Passing to Classes

Objective: The pupils will walk through hallways (a) at a moderate pace, (b) without obstructing the path of others, (c) quietly, and (d) directly to destination.

Performance Criteria: This skill will be performed adequately when the pupil:

1. walks to the right side of the hallway.
2. walks with head up and oriented in the direction of travel.
3. maintains moderate gate (not running and not a slow stroll).
4. refrains from touching wall or objects when he or she travels.
5. moves laterally to avoid collisions.
6. refrains from making loud noises with feet.
7. verbal behavior is quiet.
8. refrains from stopping on his or her way to a destination.
9. takes most direct route to destination.

Materials: Chalkboard.

Procedures:

Step #1. Establishing the Need

Ask pupils to tell if they have ever been bumped while walking through the hallway. Ask if they have ever gotten into trouble for anything they did in the hallway. Ask why it is important to be quiet in the hallways or what the consequences might be if people didn't walk carefully or quietly through the halls.

Step #2. Identify the Skill Components

a. Ask pupils to identify the best way to walk down the hallways. Elicit the following:

    1) Stay to the right.
    2) Look where you are going.
    3) Keep quiet.
    4) Keep hands to self.
    5) Take short route.

b. Have pupils repeat the following verbal rehearsal sentences in unison:

"When walking down the hall, I'll hold my head straight.
When walking down the hall, I'll keep a steady gate.
To my side my hands will stay,
as I take the shortest way.
When about the school I go,
I'll keep my voice down low."

Repeat the above enough times until group can perform rehearsal sentences fairly well.

Step #3. Model the Skill

a. Take students into the school hallway and model the skill. Narrate each of the steps using the think aloud procedures.

b. Model the skill and repeat verbal rehearsal sentences.

c. Model skill third time and ask pupils if you did it right. Have pupils identify all the skill components they observed.

Step #4. Role Play

a. Tell pupils that you are going to pretend that part of the classroom is a hallway. Identify a route of travel.

b. Have pupils follow the route and say the rehearsal sentences as they do. (They will need prompting.)

c. Have pupils repeat the hall walking role play without repeating the sentences.

d. Provide pupils with feedback and reinforcement during and after the role play.

Step #5. Practice

a. Elicit assistance from another teacher or school official. Give pupils hall walking assignments and have assisting individual evaluate performance and give feedback along the route.

b. Have pupils report on how well they followed the hall walking procedures.

c. At a later date, role play the hall walking and practice verbal statements.

Step #6. Generalization

a. Give pupils errands to run and provide them with reinforcement for accurately proceeding to and from destinations.

b. Ask building principal and other teachers to prompt pupils to follow appropriate hall walking procedures.

c. Intermittently have pupils report on how they followed the hall walking rules after they have passed from class to class.

SOCIAL SKILLS LESSON--PRIMARY

Waiting in Line

Objective: The pupils will wait in line without losing their places or disrupting others in a school setting.

Performance Criteria: This skill will be performed adequately when the pupil:

1. takes place at the end of a line.
2. refrains from butting into an established line.
3. mentally establishes his or her place in a line by identifying the preceding person.
4. speaks quietly to those nearby or remains silent when directed.
5. holds place in line.
6. attends to movement of the line.
7. refrains from obtrusive motor or vocal behavior.

Materials: Poster board or paper.

Procedures:

Step #1. Establishing the Need

a. Read the following story to the class or choose some other relevant attention gaining approach.

Damond the Duck

When Damond was born, he was born at the same time as six other brothers and sisters. In order to keep track of all of her children, Mrs. Duck, Damond's mom, had all the little ducklings follow her around the farm in a line. She knew her babies were safe because she could turn around and count 1, 2, 3, 4, 5, 6 and know that they were all there. This would have been a pretty good system if it hadn't been for Damond.

For some reason, Damond wasn't too good at following in line and that created some problems for Mrs. Duck and Damond too. When the Duck family got up in the morning, it was time to walk across the barnyard for some breakfast grain. That was no problem for anyone but Damond. He liked to stop on the way, look at things in the barnyard, and say hello to the other animals. One day while going to breakfast, Damond stopped very suddenly to watch Mr. Caterpillar inch along the ground. He stopped so suddenly that his brothers and sisters behind him all bumped into one another. On another day, Damond stopped to say hello to everyone along the way. "Hello, Mrs. Cow. Hello, Mr. Rooster, and hi there, Billy Goat," he said. Each time he spoke, he would lose his place in line. Most of the time, Damond's problems in line were just little ones. He missed his breakfast a couple of times because he stopped to talk too many times on the way, but he only had to wait until lunchtime.

Then one day, Damond got into big trouble because he couldn't keep his place in line. Here is what happened: Damond was at the back of the line where he wouldn't hold up his brothers and sisters like he had before. He was doing what he usually did, that is stopping and looking at everything. As usual, he said hello to Mr. Pig and Mrs. Sheep; he watched the ants scurry about the ground, and he wandered here and there about the barnyard. If he was lucky, there would be some grain left in the bucket by the time he got to the Duck's breakfast pail. Unfortunately, he wasn't lucky that morning. That morning, he saw a pretty butterfly and began to follow it as it flitted about the barnyard. Damond followed the butterfly out of the barnyard gate, across the farmer's yard, and across the road. This is where Damond ran into trouble. First, he didn't know how to get home. He wandered down the road to the next farmhouse where he was chased by a big dog. Next, he was walking down the road when a speeding car came along barely missing Damond and clipping off one of his tail feathers. After a long time, the farmer found poor Damond sitting on the roadside crying about his lost tail feather. The farmer brought Damond home to his mother and from that time on, Damond stayed in line like he was supposed to.

b. Ask pupils why it is often important for children to stay in line as well as ducks. Elicit that they will get places faster and more safely.

c. Give the pupils some hypothetical situations and have them provide the consequences.

   1) Losing place in line on the way to lunch.
   2) Losing place in line on the way to board school bus.
   3) Not paying attention to where the line is going.

Step #2. Identify the Skill Components

a. Tell pupils that there are some good rules for waiting in line. Elicit or provide the class with the following rules. Although most of the class will be unable to read the rules, it is helpful to write them on a poster board for future reference.

1) Take place at the end of the line.
2) Think about who is in front of you.
3) Stay in line; don't get out.
4) Don't talk loud or yell.
5) Watch where the line is going.

b. Have the class repeat the following poem to assist remembering the rules.

"To get in line,
I'll go way to the end.
To get in line,
I'll go behind a friend.
Staying in line,
will get me there quicker.
Staying in line,
will get me there safer.
When in line,
I watch where we're walking.
When in line,
I keep to soft talking.
To keep out of trouble,
I won't move about.
To keep out of trouble,
I won't yell or shout."

Step #3. Model the Skill

a. Have members of the class form a line, then model the skill correctly. Use the think aloud procedure to narrate both what you are doing and what you are refraining from doing.

b. Assign the class the task of evaluating your performance to pick out what they see being done incorrectly. Model the skill and perform some component incorrectly. Reinforce children for correctly discriminating the errors in your performance.

Step #4. Role Play

a. Review the skill components and then have each pupil role play, taking his or her place in line and following the rules.

b. Have pupils think aloud to demonstrate the cognitive portions of the behavior.

c. Provide feedback and have classmates provide feedback on the role playing performance.

Step #5. Practice

a. During the week following introduction of the skill, take advantage of the many school opportunities to use the skill. For example, have pupils line up just prior to recess. While in line, rehearse the 'waiting in line' poem and provide individual students with feedback and praise.

b. Line students up early enough to remodel the skill where students are directed to look for mistakes as you model the skill.

c. Have a skill "test" at the end of the week where students will be required to show they know how to use the skill. Provide feedback and praise.

Step #6. Generalization

a. Re-teach the skill in situations where they are needed (e.g. take students to cafeteria, bus loading area, and building exits).

b. Ask lunchroom monitors to prompt and give feedback to handicapped pupils on their behavior in the lunch line.

c. Ask regular class teachers serving the handicapped pupils to prompt and provide feedback to the pupils on their behavior when waiting in line.

SOCIAL SKILLS LESSON--PRIMARY

Using Restroom Appropriately

Objective: The pupils will use school restroom appropriately.

Performance Criteria: This skill will be performed adequately when the pupil:

1. makes request to use restroom only when needed.
2. proceeds directly to the sex-appropriate restroom.
3. selects appropriate fixture as determined by personal need.
4. uses restroom fixture.
5. flushes toilet or urinal (if possible).
6. washes hands after bathrooming.
7. dries hands.
8. refrains from playing with water at the sink.
9. deposits paper towels in appropriate trash container.
10. refrains from spending more time in restroom than necessary to meet sanitary and grooming needs.

Materials: Poster board, puppet or doll (optional).

Procedures:

Step #1. Establishing the Need

a. Read the following story to the class:

Dawdling Davie

Davie McAdam was pretty good at school and nearly everyone was his friend. The only thing that Davie ever did wrong was to dawdle. His worst times were in the boys' restroom at school.

One day during the fall of the year, Davie raised his hand and asked his teacher if he could go to the restroom. His teacher said yes and Davie went on his way. Unfortunately, Davie didn't go straight to the restroom. First, he stopped and talked to Mr. Johnson, the custodian; second, he watched through the window of Mrs. White's music class while the third grade was singing. He eventually made it to the boys' restroom. After using the restroom facilities, he went over to wash his hands as he should. He not only washed his hands, he also played with the water from the tap. He had great fun spraying water all over the restroom. After being there a while, he heard his teacher banging on the door and yelling at Davie: "You come out right now, Davie McAdam."

Davie was in real trouble. First, he took much too much time in the restroom and second, he had made a big mess. His teacher took him to the principal's office where he was given a good talking to. Then after school, every day for a week, Davie had to stay and help Mr. Johnson clean up the restroom.

b. Ask pupils to identify what Davie should have done when given permission to go to the restroom. Elicit that he should go straight there, keep restroom neat and clean, and come right back.

Step #2. Identify the Skill Components

a. Tell class that there are some rules to follow when using the school restroom. List the following rules on a poster board.

Do's

1) Ask permission to use the restroom.
2) Go straight to the restroom.
3) Keep the toilet (urinal) clean.
4) Flush.
5) Wash hands.
6) Put paper towel in the trash.
7) Come right back to class.

Don'ts

1) Stop and talk.
2) Play in the sink.
3) Fool around with friends.
4) Throw papers on the floor.
5) Stay too long.

b. Review the rules and have the class repeat them in unison several times.

Step #3. Model the Skill

a. Designate a portion of the classroom as a pretend restroom. Ask children to watch as you demonstrate the skill (it is not necessary to simulate everything). Use the think aloud procedure to illustrate steps such as not talking on the way to the restroom.

b. The modeling could be done using puppets or walking a doll through the motions.

c. Have the class try to recall all the rules they observed being followed.

Step #4. Role Play

a. Have each pupil role play going to the restroom.

b. Provide feedback to each pupil and ask classmates to provide feedback.

c. Have each pupil evaluate their own performance.

Step #5. Practice

a. If necessary, simply repeat the lesson until pupils role play accurately.

b. Review the rules and have the class repeat them in unison once each day during the week following introduction of the lesson.

c. Take advantage of real need situations to review the rules and give feedback to pupils for using the skill.

Step #6. Generalization

a. Solicit the assistance of an opposite sex adult. Take the pupils to their respective sex-appropriate restrooms and reteach the lesson including modeling and role playing.

b. Ask school officials to occasionally monitor and provide feedback to pupils on their restroom use behavior.

c. On class field trips, rehearse the rules before going and provide feedback and praise to pupils for appropriate use of public restrooms.

SOCIAL SKILLS LESSON--PRIMARY

Drinking Properly from Water Fountain

Objective: The pupils will drink from a water fountain properly.

Performance Criteria: This skill will be performed adequately when the pupil:

1. looks to see if another person is attempting to use water fountain.
2. waits turn to use water fountain.
3. turns handle, knob, or pushes foot pedal to start water running.
4. visually checks level of water flow.
5. places mouth in water flow.
6. refrains from touching mouth to spicket.
7. refrains from making loud slurping noises.
8. wipes water from face when necessary.

Materials: School water fountain, hand puppets and simulated water fountain, handkerchief or tissue.

Procedures:

Step #1. Establishing the Need

a. Create a simulated drinking fountain out of cardboard or some other material.

b. Using two hand puppets, perform a skit where one puppet: (1) butts in ahead of the other and (2) gets ridiculed by the second puppet for putting his mouth on the spicket.

c. Ask pupil what other people might think of them if they acted like the puppet.

d. Ask pupils to suggest the proper way for the puppet to take a drink. Elicit that he should take his turn and take a drink without putting his mouth on the spicket.

Step #2. Identify the Skill Components

a. Tell students that there are several things they must practice. Go through the following steps using a puppet to demonstrate each step.

1) Wait for your turn to use drinking fountain.
2) Turn on water.
3) Put your mouth in the water and not on the spicket.
4) Don't make slurping noises.
5) Wipe your mouth if you have water on it.

b. Review the steps after they have been presented. If the children have adequate reading skills, the steps can be written on the chalkboard.

c. Repeat the rules for using the drinking fountain in unison. Do this at least two times.

Step #3. Model the Skill

a. Take your class to a school drinking fountain where there is adequate water pressure to demonstrate the skill.

b. While modeling the skill, narrate each of the steps using the think aloud procedure.

c. Spend sometime demonstrating adjusting the water and wiping water off your face with a tissue a second time.

Step #4. Role Play

a. Have pupils work in groups of three while the remainder of the class watches. Have each class member rotate through the roles.

b. Provide feedback to each of the pupils and have the other class members provide feedback.

Step #5. Practice

a. During the week following the introduction of the lesson, take class to a drinking fountain and practice the skill giving feedback to each child.

b. Before students leave the classroom for recess or other times where use of a drinking fountain is likely, remind the pupils of the skill steps.

c. Reinforce pupils when they take a drink correctly.

Step #6. Generalization

a. Inform teachers or other school staff who have responsibility for monitoring areas where drinking fountains are located that your students are working on learning to use the fountains properly. Ask them to prompt the pupils to exhibit the skill and occasionally reinforce pupils.

b. Send notes home to parents suggesting that they ask their children to describe the right way to take a drink at a drinking fountain.

c. On occasions such as field trips, encourage pupils to use the water fountains and reinforce them for exhibiting the skill properly.

SOCIAL SKILLS LESSON--PRIMARY

Following Lunchroom Rules

Objective: The pupils will follow lunchroom rules and standard procedures.

Performance Criteria: This skill will be performed adequately when the pupil:

1. takes place in lunch line.
2. has lunch ticket or money ready for cashier.
3. takes food tray from serving line.
4. selects table and seat.
5. refrains from touching food on trays of others.
6. remains seated while eating.
7. disposes of unwanted food and paper in designated containers.
8. leaves lunchroom only when permitted.

Materials: Borrowed lunch tray and utensils from cafeteria, simulated lunch ticket, puppets, and small or toy furniture to simulate a lunchroom.

Procedures:

Step #1. Establishing the Need

a. Begin a class discussion with questions related to the need for following lunchroom rules. Ask if the youngsters know the rules. Elicit or provide the rules that are used in your school building.

b. Ask pupils why it is important to follow the rules. Elicit that they are important for keeping the lunchroom quiet, clean, and give others a chance to have lunch.

c. If appropriate responses cannot be elicited, use puppets to act out the following script. The two characters are named Red and Green. Use names that fit your own puppets.

Red and Green are on their way into the lunchroom. Green narrates all of the things Red does wrong.

Green: "Hurry up, Red. You never get in line on time."
Red: "Ok, Ok!"
Green: "Where is your lunch ticket? Don't you have your lunch ticket ready? You are holding up the line."
Red: "I can't find it. I must have left it in my desk. Oh, here it is in my pocket."
Green: "It's about time, the kids behind us were getting mad."
Red: (Goes to pick up his tray.) "Look, Green, I can carry this tray with one hand ... Oops, I dropped it."
Green: "Now look what you did, this place is a mess. Mrs. White will have to clean it up."
Red: "I'll pick up some and get another lunch." Red picks up tray and returns with another.
Red: (sitting at the lunch table) "That was a good lunch. Let's go outside." Red gets up and starts to leave.
Green: "Hey, Red, you forgot to return your tray. You can't leave a mess at the table."
Red: "Why not?"
Green: "Because somebody else will need to sit at this table."
Red: "Ok, ok!"
Green: "Don't forget to throw the paper things in the trash."

d. Ask pupils to cite all of the things Red should have done.

Step #2. Identify the Skill Components

a. Using the list of items generated by the class that Red should have done, state the following skill components or the standard procedures used in your own building.

1) Take your place in line.
2) Have your lunch ticket ready.
3) Be careful carrying your tray.
4) Sit down when you eat.
5) Don't touch anyone else's food.
6) Take your tray to be cleaned.
7) Throw away the papers.

b. Orally rehearse the following in a sing-song fashion.

I take my turn in the lunch line.
My ticket is ready and I'm on time.
Careful I'll be when I carry my tray.
Sitting in my chair is where I'll stay.
My food is mine, I don't have too much.
His food is his, I know not to touch.
Pick up my tray and throw out the trash.
Now to the playground is where I'll dash.

Step #3. Model the Skill

a. Using the hand puppets, model the skill correctly. Narrate the puppets actions.

b. Model the skill live and use the think aloud procedure to narrate the skill components.

c. Ask pupils to recall the skill steps they observed.

Step #4. Role Play

a. Using the materials borrowed from the school cafeteria, have the pupils role play the skill. If possible, the role play should be conducted in the cafeteria.

b. Provide feedback to students and make sure each pupil performs the skill correctly at least once.

c. Give feedback assignments and have class members provide feedback.

d. Have pupils evaluate their own performance.

Step #5. Practice

a. Using the borrowed materials, repeat the modeling and role playing steps on another day. Coach pupils to correct performance.

b. Give feedback and prompt students to correct performance.

c. Praise or otherwise reward correct performance.

Step #6. Generalization

a. Take class to the cafeteria and repeat the modeling and role playing steps.

b. Solicit the assistance of cafeteria workers to occasionally provide feedback to the handicapped pupils on their lunchroom behavior.

c. Occasionally, observe pupils in lunchroom and provide feedback on their behavior.

d. Ask lunchroom monitors to report on the pupils' behavior. Reward pupils for good reports.

e. Schedule a visit to another school where lunch can be obtained. Provide feedback to students on performance.

SOCIAL SKILLS LESSON--PRIMARY

Using Table Manners

Objective: Pupils will demonstrate appropriate table manners in the school lunchroom.

Performance Criteria: This skill will be performed adequately when the pupil:

1. selects appropriate eating utensils and napkin.
2. takes seat at table.
3. puts napkin in lap.
4. cuts large pieces of food before putting them into mouth.
5. uses eating utensils for intended use.
6. chews with mouth closed.
7. avoids talking with mouth full.
8. uses straw without making noise at bottom of milk or drink container.
9. sits upright while eating.
10. refrains from putting face close to food tray.
11. refrains from eating food dropped on the floor.
12. uses napkin to wipe mouth and chin.

Materials: Eating utensils and dishes borrowed from cafeteria, napkins, food which requires cutting, and smiley face certificates to take home.

Procedures:

Step #1. Establishing the Need

a. Begin the lesson by asking pupils if they are ever bothered by being around messy eaters. Elicit that they are.

b. Ask them if their parents ever get angry with them for not eating neatly or sitting up straight at the dinner table. Elicit that some do.

c. Ask them to identify what kinds of eating behavior might get someone angry with them. Elicit making a mess, spilling drinks on someone, etc.

d. Ask pupils why it is important to have good table manners. Elicit that people with good table manners are cleaner and are likely to be better liked.

Step #2. Identify the Skill Components

a. Ask students to identify some of the good table manners they know. Elicit:

1) Sit up straight.
2) Put napkin on lap.
3) Chew with mouth closed.
4) Cut food into small pieces.
5) Don't talk with mouth full.
6) Don't make noises with a straw.
7) Don't eat dropped food.
8) Use napkin to wipe mouth and chin.

b. Have pupils rehearse the skills by asking repeated questions.

1) How do you sit?
2) What do we do with a napkin?
3) How do we cut our food?
4) What must we not do when our mouths our full?
5) Do we ever eat dropped food?
6) How is our mouth supposed to be when we chew?

Step #3. Model the Skill

a. Using the borrowed dishes and utensils, model eating making sure that food is cut into small pieces before eating. Use the think aloud procedure to narrate what you are modeling.

b. Ask the pupils to identify which good manners you used.

c. Repeat the modeling situation and make some errors. Ask pupils to cite the errors.

d. Model the skill correctly the third time.

Step #4. Role Play

a. Distribute the utensils, dishes, and food to one-half of the pupils. The other half will be assigned the task of looking for mistakes. Reverse the roles after the first group is completed.

b. Repeat all of the manners previously listed and direct pupils carry them out.

NOTE: Preliminary instruction on how to cut food with a knife will be necessary for some children.

c. Prompt pupils to correct performance and provide feedback and praise.

d. Ask pupils to evaluate their own performance.

e. For pupils who meet all of the criteria, send home smiley face certificates for having good table manners.

Step #5. Practice

a. Plan to have a treat sometime during the week. Take the class to the school lunchroom, repeat all of the manners, and have all of the pupils practice the skill. Provide feedback and praise for correct performance of the skills.

b. Prior to going to lunch each day during the week of the lesson, repeat the list of the manners and the rehearsal questions.

c. For pupils who have difficulty reaching criterion, repeat modeling and role playing steps in class.

Step #6. Generalization

a. Occasionally, visit lunchroom and provide pupils with feedback on their eating behavior.

b. Solicit cooperation from lunchroom monitors to occasionally prompt and provide feedback to the handicapped pupils on their table manners.

c. Make two pupils each day "Manner Monitors". They will have the job of reminding others to follow good table manners.

d. Send notes home to parents telling them which manners you are working on. Request parents to prompt their children to use good manners with statements such as "Show us the good manners you are using in school."

SOCIAL SKILLS LESSON--PRIMARY

Saying "Please" and "Thank you"

Objective: Pupils will say "please" prior to making a request and "thank you" after their request is answered.

Performance Criteria: This skill will be performed adequately when the pupil:

1. makes eye contact prior to making requests.
2. prefaces or ends request with "please".
3. uses complete sentences to make a request.
4. listens for response.
5. says "thank you" when request is granted.

Materials: Poster board with large letters saying "please" and "thank you", paper, toys or edibles, two puppets.

NOTE: Most children have been exposed to this skill at home. The purpose of this lesson is to help generalize the skill to school.

Procedures:

Step #1. Establishing the Need

a. Ask children what their parents like them to say when they ask for a cookie or something else to eat. Elicit that they should say "please".

b. Ask children what they should say when someone gives them something. Elicit "thank you".

c. Ask pupils to identify times and situations where they should say "please" and "thank you".

Step #2. Identify the Skill Components

a. Tell pupils that you will be giving them a chance to show how good they are at saying "please" and "thank you", but first, you would show them the very best way.

b. List the following steps on poster paper and leave posted:

1) Look at the person in the eye.
2) Say "please".
3) Ask a whole question such as "Please, may I have a pencil?"
4) Listen to the answer.
5) Say "thank you".

Step #3. Model the Skill

a. Use two hand puppets to model saying "please" and "thank you" for requesting to be given something and for requesting permission.

b. After modeling correct examples, demonstrate the skill and have pupils try to find missing components.

c. Model the skill correctly before going on.

Step #4. Role Play

a. Have available something that the children may ask for. These may be edibles, trinkets, e.g. balloons, school materials, or tokens such as stars or smiley faces.

b. Have each pupil make a request and receive something from one of the puppets. Praise correct performance of the skill.

c. Have each pupil make a request for permission to do something using "please" and "thank you".

Step #5. Practice

a. As any parent can tell you, a great deal of prompting and practice may be necessary.

b. During the week following introduction of the lesson, have pupils practice the skill whenever school materials are passed out or requesting permission to do something is likely.

c. Provide pupils feedback and praise on their performance.

Step #6. Generalization

a. Solicit the cooperation of other school staff members and set up situations where the pupils will be required to make a request. Have the cooperating person prompt and praise students for performing the skill. (The school secretary may be able to fill this cooperative role.)

b. Request that regular class teachers prompt "pleases" and "thank yous" when the handicapped pupils are integrated into their classes.

SOCIAL SKILLS LESSON--PRIMARY

Speaking in Appropriate Tone of Voice

Objective: Pupils will speak in appropriate tone of voice in the classroom.

Performance Criteria: This skill will be performed adequately when the pupil:

1. holds head up when speaking.
2. attempts correct enunciation to best of ability.
3. speaks loud enough for entire class to hear.
4. refrains from obstructing path of voice (e.g., putting fingers in mouth, holding book or hand in front of mouth, or turning head away from speaking).
5. refrains from speaking loud enough to distract others outside group.
6. speaks in low voice tones when speaking to just an individual in the class.

Materials: Chalkboard.

Procedures:

Step #1. Establishing the Need

a. Ask for the students' attention and then speak in very low tones. Ask students if they could understand what you said. Tell them that speaking loud enough is important in class.

b. Put your hand or fist in front of your mouth and then speak to the children. Make sure your hand muffles or distorts the sound. Ask pupils if they can understand what was said. Establish through discussion that hands should be kept away from mouths when a person speaks.

c. Go up to a single student and speak very loudly. Ask the other students if they could hear you. Ask if they needed to hear you since you were only talking to one person. Elicit from children that when speaking to a single person at close range that a person should speak in low tones.

Step #2. Identify the Skill Components

a. Elicit through discussion or present the following rules for speaking in class:

1) Hold your head up to talk.
2) Speak clearly.
3) Keep things away from your mouth.
4) Speak loud enough for the people in the group to hear.
5) Keep your voice down when talking to one person close to you.

b. Write the skill steps on the chalkboard and have the students repeat them.

c. Go around the classroom to see if students can repeat the steps.

Step #3. Model the Skill

a. Speak to the class in a voice which is loud enough to be heard. Narrate how you are following the rules.

b. Speak to each one of the students individually to model speaking in a low voice to a single person. Narrate what you are doing in the process.

Step #4. Role Play

a. Ask each pupil to speak to the class and tell their name, birthday, and some other information. Ask each pupil how he or she did in performing the skill.

b. Provide feedback on the performance of the skill. If performance is poor, point out the problem area as it occurs, e.g., head down.

c. For students who are not role playing correctly, coach them through correct performance.

d. Ask each student to speak to you individually to demonstrate speaking in a low tone of voice. Provide feedback to the students.

Step #5. Practice

a. For a few days, repeat the rules daily.

b. Prompt pupils to follow the rules for speaking during a variety of group activities.

c. Tell students when you speak to them individually to practice speaking in a low voice.

d. Hold a practice session where children get to talk to a classmate if they can follow the rules for speaking.

Step #6. Generalization

a. Provide regular class teachers with performance criteria for speaking appropriately. Ask the teachers to prompt the behavior and occasionally praise correct performance.

b. Provide this lesson to other primary teachers and ask that it be retaught in the regular classroom where handicapped pupils are integrated. An alternative is for the special class teacher to teach this lesson in a regular classroom.

SOCIAL SKILLS LESSON--PRIMARY

Taking Turns in Games and Activities

Objective: Pupils will take turns in order and wait patiently for their turn during games and activities.

Performance Criteria: This skill will be performed adequately when the pupil:

1. can verbalize how the order of turns in a game or activity is established (e.g., order of lining up, highest role of dice, etc.).
2. identifies who has a turn before them.
3. identifies who has a turn after them.
4. waits in a specified place.
5. refrains from intruding on another child's turn.
6. watches the game or activity while others are taking turns.
7. takes notice when child goes before is taking turn.
8. is ready to take turn when time arrives.
9. takes turn.
10. relinquishes game or activity toy or equipment when necessary for next child to take turn (e.g. turning over a ball, the dice, etc.).

Materials: Game components, poster paper.

Procedures:

Step #1. Establishing the Need

a. Read the following story about a situation where a young girl had trouble learning to take turns:

This is a story about a little girl named Gail. She was normally liked by all of the children in Mrs. Fleig's second grade class. There were times, however, when she would nearly lose all of her friends. Those times usually occurred when the class was playing a game and when it was necessary for the children to take turns during the reading group.

One day Mrs. Fleig took the class outside on a nice sunny day to play kickball during recess. As usual, Gail insisted that she be first, and then after she had her turn, she butted in and took two extra turns before she was supposed to. Mrs.

Fleig made Gail go sit down and watch while the other children played.

The next day, the class got to go out again. This time nobody wanted Gail on their team because she always wanted to be first and wouldn't let other people take their turn.

b. Ask the children what lesson the little girl, Gail, needed to learn. Elicit that she needs to learn how to take turns.

c. Ask the pupils to tell how they feel about other people who do not wait to take their turn.

Step #2. Identify the Skill Components

a. Tell children that you can teach them how to avoid a problem like Gail's.

b. Give some examples of games or activities and ask children to tell how turns are taken. For example, on board games, the first one is usually the person to spin a high number or get the highest number on the roll of the dice. Others are determined by where they sit or how they line up.

c. In sequence, list the following steps on the chalkboard or on poster paper.

1) Pick out the person who has a turn before you.
2) Pick out the person who has the turn after you.
3) Wait in one place.
4) Don't get in the way of another child.
5) Watch while others take turns.
6) Get ready to take your turn.
7) Take your turn.
8) Give whatever is necessary to the next person.

d. Write the following poem on poster paper and have children follow along as you read:

When playing a game,
    I know who goes first and who goes after
When playing a game,
    It's lots of fun and lots of laughter.
When playing a game,
    I watch while others take their turn.

When playing a game,
    Waiting for my time is something to learn.
His turn, his turn
    I can wait.
Her turn, her turn
    She's not late.
My turn, my turn
    I'll do my best.
My turn, my turn
    then I'll rest.
Your turn, your turn
    comes after mine.
Your turn, your turn
    you'll do fine.

e. Rehearse the poem a few times.

Step #3. Model the Skill

a. Ask students to identify a number of games or activities where taking turns is required. Select one of the games or activities to model.

b. Create a simulated activity or game. Then model the skill using the think aloud procedure to narrate the model of activity.

c. Have pupils identify which steps were followed.

d. Create a second simulated activity and model turn taking in a different context.

Step #4. Role Play

a. Tell students that they are going to play a game where they will all have to take turns. (Nonreading board games would be appropriate, e.g., Candyland, Chutes and Ladders, Snoopy's House, or some other appropriate game like throwing bean bags.)

b. Repeat the skill steps for the class and repeat the poem one more time.

c. As children get set up for the game, have each one identify who goes first, who proceeds themselves, and who follows them.

d. Provide feedback to the children as the game goes along. Praise them for correct turn taking. Make sure that at least one child is praised for each one of the skill components.

e. Ask each pupil to evaluate how they think they did.

Step #5. Practice

a. During the week of the lesson, point out to the children all the turn taking opportunities. Rehearse the poem before an in-class activity and review the skill components.

b. While pupils are engaged in an activity where turn taking is necessary, reinforce the various skill components.

c. Sporadically, ask pupils if they can say the turn taking poem. If they cannot, have them say it along with you.

Step #6. Generalization

a. Inform regular class teachers, especially PE teachers, that your class is working hard on learning to take turns. Ask the regular class teachers serving the pupils to provide feedback to the handicapped pupils.

b. Send notes home to parents describing the turn taking behaviors and ask parents to prompt their child to demonstrate turn taking at home.

SOCIAL SKILLS LESSON--PRIMARY

Telling the Truth

Objective: Pupils will distinguish the truth from fantasy and tell the truth.

Performance Criteria: This skill will be performed adequately when the pupil:

1. can identify a true fact.
2. can identify a made-up statement.
3. can verify a statement of fact.
4. consistently makes true statements when asked.

Materials: Two or three hand puppets, chalkboard.

Procedures:

Step #1. Establishing the Need

a. Read or tell a story to the children about telling the truth. ("The Boy Who Cried Wolf" is a good one.) Discuss the consequences of not telling the truth.

b. The following story may be used to introduce the lesson:

Ricky Learns to Tell the Truth

Just because he felt like it, Ricky picked up his father's truck keys off the kitchen counter and stuck them in his pocket. He meant to return them before Dad had to go off to work, but he forgot. He rode his bike all the way to school before realizing he still had his father's keys.

Ricky's dad looked all over the house to find the keys. Ricky's mom had the spare set, but she was already downtown at work and could not be reached by phone. Unfortunately, Ricky's father was in the lawn mowing business. That morning he was supposed to mow the lawn at a big office building, but he couldn't get there. He called the school to ask if Ricky knew where his keys might be. Ricky was afraid to say he had them so he lied and told his dad over the phone that he didn't even see the keys that morning.

Because he couldn't go to work, Ricky's father missed earning $75 that day. That was good money in Ricky's family.

When Ricky got home he changed his clothes as usual and went about things as if nothing had happened. He didn't say a word about the keys. About 7 O'clock, Ricky's mom went into his room to get clothes to take to the laundramat. The first thing she did was to empty the pockets of all the boys pants. Of course, she found the missing keys. Ricky's father was very angry when he found out Ricky not only had the keys but also because he had lied to his father.

Ricky had his bike taken away from him for the rest of the school year. Plus, his dad really yelled at Ricky and made him stay in his room every night after supper for a week. Ricky was sure sorry he had lied to his dad. He never did it again.

c. Using hand puppets, portray a situation where one of the puppets fails to tell the truth. Demonstrate some consequences where the puppet is punished for lying.

d. Ask pupils to state whether or not it is important to tell the truth.

Step #2. Identify the Skill Components

a. Using some very blatant examples, ask pupils to distinguish fact from fiction (e.g., the time is now midnight, Susie has orange eyes, etc.).

b. Use subtle examples and ask pupils to illustrate distinguishing fact from fiction (e.g., take a child's pencil and claim that it is yours).

c. Tell pupils they must:

1) Decide what is true and what is not.
2) Tell the truth.
3) Be able to prove the truth.

Step #3. Model the Skill

a. Using the think aloud procedure, demonstrate for the children the processes for deciding what truth is and telling the truth. For example:

Thinking aloud--

"I think I'll tell the class that I have three dollars in my billfold." "I know it is true because I counted it this morning."

Then show money to verify a true statement.

b. Model telling the truth to a single individual. After modeling, ask the class to state what consequences might occur if you had not told the truth.

NOTE: Modeling may be done with the puppets. It's just as effective.

Step #4. Role Play

a. Ask each class member to tell the class something true, tell how they know it is true, and tell what might happen if they told a lie.

b. Give pupils feedback on their performance.

Step #5. Practice

a. During class lessons, have individual pupils restate a fact in the lesson. Ask them to tell whether or not what they said is true or untrue and how they know it is true.

b. Review the skill components on occasion and praise pupils for telling the truth.

Step #6. Generalization

a. Give each child a 3 x 5 card and have them mark on the card each time they tell the truth for a day. In class, prompt pupils to mark their cards.

b. Send a note home to parents describing the purpose of the lesson. Ask parents to encourage telling the truth.

SOCIAL SKILLS LESSON--PRIMARY

Accepting Consequences for Wrong Doing

Objective: When pupils break rules or injures someone or something, they will accept the consequences for their wrong doing.

Performance Criteria: This skill will be performed adequately when the pupil:

1. follows directions of teacher when being punished.
2. refrains from crying when punished.
3. refrains from arguing when punished.
4. refrains from denying wrong doing.
5. refrains from complaining when punished.
6. refrains from physical gestures of protest (e.g. throwing objects, stamping feet, kicking, etc.)

Materials: Chalkboard, feedback cards.

Procedures:

Step #1. Establishing the Need

a. Show a film or read a story depicting a child doing something wrong and then being punished for it. Some of Grimm's fairy tales provide appropriate examples. After reading the story, ask children to state why it is necessary to have punishment. Elicit from them that it stops people from bothering or hurting other people.

Optional: Read the following story to introduce the lesson.

Pedro Porcupine

Pedro was a young porcupine living in a forest. As you probably know, porcupines are small animals with very sharp quills that they use to protect themselves from foxes and wolves that might like a porcupine for lunch.

Pedro was an exceptionally friendly porcupine. He was friends with Richard the Rabbit, Barny Beaver, and Roger Raccoon. He and his friends liked to play on the floor of the forest. Each of them knew what to do if they saw a fox and each knew that they should not go too far from home.

One day a hungry fox showed up in their part of the forest. Richard Rabbit quickly hopped away at full speed to his safe burrow in some bramble bushes. Barny Beaver scurried into the river and headed for his under water home, and Roger Raccoon climbed up the nearest tree. Pedro couldn't run or swim fast like his friends, but he did just like he was supposed to and rolled up in a tight little ball with his quills sticking out. The fox poked his nose at Pedro and came away with a snout full of stickers. Pedro wasn't going to be that fox's dinner.

When Pedro's parents heard what he had done they were very happy. They even let him stay out later that evening. Unfortunately, Pedro didn't always do what he was supposed to do. Sometimes he tried to act like a beaver, a raccoon or a rabbit. His parents warned Pedro that he better not try to act like one of the other animals or he might end up being a tasty meal for a wolf. Sure enough, Pedro soon got into trouble. He went swimming with Barny Beaver in the river. When Pedro's parents found out, they told him that wet quills will make it hard to protect himself from a wolf. Since he had disobeyed their orders, Pedro was punished and sent to bed.

Pedro couldn't understand why he had to be punished. First, he yelled at his father saying he wouldn't go to bed. His father said he didn't like being yelled at so he said Pedro couldn't go out for a whole day. Then Pedro began to cry. He cried some more and some more. Finally, his father was so tired of hearing Pedro cry he said that unless the crying stopped Pedro would stay in for three days. Pedro didn't stop so, of course, he couldn't play with his friends for three days.

When he finally was allowed out to play, he got together with his friends as usual. Barny Beaver and Roger Raccoon decided to go swimming and invited Pedro and Richard Rabbit to come along. Remembering his punishment, Pedro said no and played in a nice dry spot with Richard who wasn't much of a swimmer. Within a minute or two, the young friends smelled a wolf. Richard hopped off to his hole, Roger climbed on a log floating down the river, Barny dove for his home in the beaver dam, and Pedro rolled up into a ball.

Pedro's nice dry quills stuck straight out from his round little back. Not wanting a mouth full of needles, the wolf simply took a sniff of Pedro and then wandered off. All of the friends were safe. Pedro was especially pleased that his parents had punished him because it taught him not get his quills wet. If they had been wet that day, he might have filled a hungry wolf's stomach.

b. Ask pupils what happens to children who protest their punishment (e.g., stomping, arguing, crying). Elicit that punishment is often made worse. You might role play a situation where a person being punished protests and is then given harsher punishment.

c. Ask pupils to describe their own experiences of reacting poorly when punished. Elicit from pupils that they are usually punished to prevent them from doing things that will hurt themselves or others.

Step #2. Identify the Skill Components

a. Describe for pupils what some acceptable ways of responding to punishment would be. Make a list of steps to follow.

1) Listen to teacher or person who finds you have done something wrong.
2) Follow directions when punishment is given.
3) Get the punishment over with right away.

b. Rehearse the skill steps in unison. Then ask individual pupils to recite the skill steps.

c. After completing the rehearsal, ask what the results are for not following the steps. Elicit that harsher punishments are given out.

Step #3. Model the Skill

a. Present the pupils with a situation where a student has done something against the rules. Coach one of the pupils to play the role of a teacher and administer punishment, such as sitting in the corner or having points or tokens taken away.

b. Some suggested situations which can be modeled are punishment for:

1) Taking something belonging to another pupil.
2) Being out of seat.
3) Pushing another student.
4) Other rule breaking situations.

c. Model at least one situation where the steps are narrated through the think aloud procedure.

d. After modeling, ask pupils to identify the steps that were demonstrated.

Step #4. Role Play

a. Have pupils role play appropriate acceptance of consequences for situations they think might happen to them. Some pupils will need some suggestions. The suggestions might be:

1) At home for (a) failure to make bed or complete other chores, (b) breaking something, (c) arguing with siblings.
2) At school for (a) pushing someone, (b) not paying attention, (c) talking during class, (d) taking someone's pencil.

Try to encourage pupils to role play different situations.

b. Provide feedback to each of the students involved in role playing.

c. Ask pupils to provide feedback to one another. For some pupils, it is helpful to provide feedback cards. The cards specify a single skill component for the student to look for and comment on when the skill is role played. A card would say something like Followed Directions.

d. Ask pupils to evaluate themselves on their role playing performance.

Step #5. Practice

a. During the course of the week following the lesson, take opportunities to have pupils recite what they should do to accept consequences for wrong doing.

b. Hold a review session where pupils role play the skill again.

c. When it becomes necessary to discipline a pupil, prompt the student to recite and perform the skill steps.

Step #6. Generalization

a. There may be few opportunities for some pupils to exercise this skill. The most important feature of instruction will be oral rehearsal of the skill components to create language mediators.

b. Ask pupils to report on themselves if they had been punished for wrong doing. Praise students who report following the skill steps.

SOCIAL SKILLS LESSON--PRIMARY

Greeting Peers

Objective: Pupils will greet peers by making eye contact, smiling, and making a verbal greeting.

Performance Criteria: The skill of initiating greeting will be performed adequately when the pupil:

1. makes eye contact with peer.
2. smiles at peer.
3. begins with conventional short verbal greeting by name (e.g., Hi _____!; Hello _____!; etc.).
4. follows short greeting with question if no conversation is desired (e.g., "How are things going today?", "What do you thing about this weather?", or "What have you been up to?").
5. waits for response.
6. if a conversation is desired, follows short greeting with a statement or question which covers a specific discussible topic (e.g., "Hi _____, are you going to cub scouts after school?").

The skill of responding to a greeting will be performed adequately when the pupil:

1. makes eye contact.
2. smiles at greeter.
3. responds to short greeting with short greeting and uses peer's name.
4. responds to greeter's question. (Question: e.g., "What have you been up to?". Response: e.g., "Oh, nothing much" or "Just the same old thing".)
5. asks return cordial question after response (e.g., "What have you been doing?").
6. responds to greeter's conversation question with appropriate on-the-topic response (e.g., "Yes, I'll be there tonight," or "No, my mom won't let me because I didn't do my homework.").
7. takes leave with short leave statement (e.g., "See you later.").

Materials: Chalkboard.

Procedures:

Step #1. Establishing the Need

a. Read the following story to introduce the topic.

Moody Mark

When Mark Adams didn't feel like talking, he didn't talk. He wouldn't even say "Hi" to people who said hello to him. He just hung his head and kept doing what he was doing. Needless to say, this didn't make Mark a very popular fellow. Nearly everyone in his third grade class called him "Moody Mark". Most of the time Mark didn't care what the other children thought of him, but he began to realize that the other children didn't ever ask him to play.

One day at recess, Mark was sitting on a swing all by himself with his head in his hands. Tears slowly fell across his face as he watched all of the other children play kickball. When the children chose teams, nobody chose Mark. Not even as last choice. Mr. Thomas, the gym teacher, saw Mark alone and asked him why he was so sad. Mark blurted out his problem while trying to hide his tears. Mr. Thomas said that he thought he could help out if Mark would just follow some suggestions. Mark agreed and Mr. Thomas went about describing his plan. At the end of their talk, Mark looked happier and said for sure that he would try the plan.

Following the plan, here is what Mark began to do. First, when he saw a classmate, he looked right at them and said "Hi Billy" or "Hi John". He smiled as he said hello to everyone he met. Pretty soon, everybody was saying "hi" to Mark and smiling too. The second thing in the plan was to say hi and then ask a question. Mark tried that and it worked also. Pretty soon he was saying, "Hi Tom, what have you been up to?" or "Hi Mary, how are you doing?" Everyone seemed to answer nicely and smiled at Mark.

After three days of sticking with Mr. Thomas' plan, the members of Mark's class had another kickball game. Mark was one of the first ones chosen this time. After seeing Mark playing with his classmates, Mr. Thomas asked Mark if the plan worked. Mark smiled a big smile and said, "It sure did, Mr. Thomas, it sure did."

b. Ask students questions such as "Do you like it when people look right at you when they speak to you?" "Do you like people to smile at you when they say hello?" Identify these behaviors as skills that are important for making and keeping friends.

Step #2. Identify the Skill Components

a. Through discussion, elicit a sequenced list of behaviors for initiating and responding to a greeting. The lists should contain:

Initiating	Symbols for Nonreaders
Looking at the person in the eye	👀
Smiling	☺
Making a short greeting	"Hi"
Asking a question or making a statement	"?"
Waits for response	✋
Responding	
Looking greeter in the eye	👀
Smiling	☺
Making short greeting or responding to question	"Hi"
Asking a return cordial question	"?"
Waits for response	✋
Makes short leave statement	"Bye"

Place sequence on board.

b. Have the class repeat the sequences both in unison and individually.

Step #3. Model the Skill

a. Select a student who has fairly good greeting skills and demonstrates two appropriate greetings. Narrate each performance.

b. Perform the skills without narrating and ask pupils to identify the skill components.

Step #4. Role Play

a. Have pupils work with a partner. Each team of partners is to perform for another team of partners. The team which watches is told to watch for all the steps in greetings and provide feedback to performing team. Each pupil should role play initiating and responding to a greeting at least twice.

b. Teacher should monitor teams and provide feedback.

c. Have pupils evaluate their own performance.

Step #5. Practice

a. Provide pupils with a homework assignment. Direct them to greet at least two people outside of the special education classroom. On the next day, have pupils report on who and how they made greetings.

b. On an irregular basis, repeat the homework and self-reporting assignment.

c. Reinforce students who make appropriate greetings with statements such as "John, I like the way you look at a person when you say hello." and "That's a pleasant way to say goodbye to someone."

Step #6. Generalization

a. Continue using the self-reporting procedure during the school year with a gradual fading of social praise and finally fading the self-reporting.

b. For pupils who continue to perform poorly in making greetings, provide teachers, lunchroom aides, and other school officials with description of the skill being worked on. Ask them to provide occasional social praise when the skill is performed appropriately.

c. Send notes home to parents identifying the skill being taught and request that they give encouragement for initiating greetings.

SOCIAL SKILLS LESSON--PRIMARY

Borrowing from Peers

Objective: Pupils will make requests to borrow objects from peers and return the object in good order after use.

Performance Criteria: This skill will be adequately performed when the pupil:

1. identifies a need or desire to use something not available to himself or herself.
2. identifies a peer who possesses something which might be borrowed.
3. approaches peer and makes eye contact.
4. makes polite request to borrow an object.
5. says "thank you" when object is received.
6. uses object carefully.
7. checks object to assure good or same condition before returning object.
8. returns object immediately after use.
9. says "thank you" to lender when object is returned.

Materials: Chalkboard, poster paper.

Procedures:

Step #1. Establishing the Need

a. Read the following story to the class or act out the story or a similar one using puppets:

Leslie was the newest third grader at Rolling Green School. Before moving to town, she lived in the country on a farm where there were no sidewalks or playgrounds. As a result, Leslie didn't own many of the same toys her classmates had. She didn't have roller skates or a bicycle.

She thought it would be a great idea to skate, so she tried to borrow a pair skates from Lisa, the girl down the street. Lisa wanted to be nice to her neighbor so she loaned the skates to Leslie.

Leslie enjoyed using Lisa's skates very much. Unfortunately, she was not a very good borrower. After skating, she took off the skates and didn't take them right back to Lisa. When she went in for supper, she left the skates outside and it rained that night. A couple of days later, Lisa came to

Leslie's house looking for her skates. At first, Leslie couldn't find them; and then when she did find them, the skates had become rusty from being in the rain. The rust was bad enough that the wheels wouldn't turn very well. Needless to say, Lisa was not very happy.

A few days later, Leslie asked Lisa if she could ride Lisa's bike. Lisa said no and told Leslie that she didn't' take care of things so she couldn't use the bicycle.

b. Ask pupils what would happen to them if they borrowed something and didn't return it. Elicit that no one would loan them anything.

c. Read this second story about Jason who had a different kind of borrowing problem.

Jason was a forgetful boy. He often forgot to bring pencils to class, and sometimes he would borrow a pencil to do his school work. He could generally count on Chad to loan him anything he needed. He got so used to borrowing that after awhile, he just started to take pencils from Chad's desk without asking.

One day Chad began looking for his pencil and couldn't find it. He told Mrs. Stover, the teacher, that someone had taken his pencil. When Mrs. Stover found out that Jason had Chad's pencil, she made him give it back and then stay after school. In addition, Mrs. Stover called Jason's parents and told them Jason had been stealing pencils. Poor Jason was not permitted to watch TV for two weeks just because he didn't know how to borrow properly.

d. Ask pupils what might happen to them if they borrow without asking first like Jason did. Elicit that they could be accused of stealing.

Step #2. Identify the Skill Components

a. Tell pupils that you will be teaching them the best way to borrow from a friend and that they should follow the borrowing rules. Write rules on chalkboard.

1) Think about why you need to borrow.
2) Ask if you can borrow.
3) Remember to say "please" and "thank you".
4) Take good care of what you borrow.
5) Return what you borrow.
6) Say "thank you" when you return what was borrowed.

b. Read the following poem to the children and repeat it enough times so the children can say it in unison along with you. Write poem on poster paper and leave posted for a week.

"When I Borrow"

When I borrow, I need something from a friend
Oh thank heavens, he has it to lend.
When I borrow, I must ask permission first
so my friend won't think the worst.
When I borrow, I'll take something to use
and I'll remember the pleases and thank yous.
When I borrow, I must take good care
or my friend will not want to share.
When I borrow, the thing must be returned
as soon as I'm done, is what I have learned.
When I borrow, if I say thank you again
perhaps next time, he'll loan me his pen.

Step #3. Model the Skill

a. Either live or with puppets, model the skill of borrowing. Narrate each of the steps through use of the think aloud procedure.

b. Some situations which can be modeled include:

1) Borrowing school supplies from a classmate.
2) Borrowing a toy from a friend.
3) Borrowing a toy or belonging from a sibling.

Step #4. Role Play

a. Have class repeat the poem in unison before beginning the role playing.

b. Have pupils rotate through the roles of borrower and lender and encourage that a different situation be role played each time.

c. Provide pupils with feedback on their performance.

d. Have pupils evaluate their own performance.

Step #5. Practice

a. During the week following presentation of the lesson, post the borrowing poem and rehearse it daily.

b. Create challenge situations where students are required to exercise the skill. Each time point out the skill components as feedback is provided to the pupils.

c. Review the skill components and have one or two pupils model the skill during a skill review session.

Step #6. Generalization

a. Inform regular class teachers that the handicapped pupils are working on borrowing. Ask them to look for opportunities to prompt pupils to demonstrate the skill appropriately.

b. Send notes home to parents describing the skill. Ask parents to encourage their children to demonstrate the borrowing skill.

SOCIAL SKILLS LESSON--PRIMARY

Asking Another Child to Play

Objective: Pupils will ask peers to play by suggesting a specific activity.

Performance Criteria: This skill will be performed adequately when the pupil:

1. decides he or she wishes to play with someone.
2. thinks about what they wish to play.
3. chooses what they wish to play.
4. walks up to the other child.
5. addresses the other child by name (if known).
6. asks other child if they would like to play.
7. suggests a specific play activity.

Materials: None.

Procedures:

Step #1. Establishing the Need

a. Ask pupils to name some activities that cannot be done alone. Elicit things such as playing catch, playing games, pretending to be police and crooks, playing house, etc.

b. Ask children if it is more fun to play alone or with someone else. Elicit that it is more fun to play with others.

c. Read the following story to the children.

Oswald the Playful Otter

Down by the banks of the cool water stream lives an otter by the name of Oswald. His family called him Ozzie for short.

As you probably know, otters are some of the most playful animals in the world. They like to play by themselves, but most of all, they like to play with each other. Their favorite activity is to climb up on the banks of the stream and then quickly hop down the mud slide for a fun splash into the stream. Usually, Oswald played with his older brother, but finally, it became time for big brother to go away and start his own home. That left Oswald with no one to play with.

Up the stream a little ways lived another family of otters. Oswald thought he could go up there and get Arnold Otter to play with him. Oswald marched off to Arnold's house one afternoon and found Arnold swimming in the stream. Oswald yelled at Arnold, "Hey you, come to my house and play." Arnold yelled back that he was already playing and wouldn't go to Oswald's house.

Poor Oswald, he didn't have anyone to play with. He became very unhappy. Since Oswald looked so sad, Papa Otter said "Ozzie, why don't you go up there and ask Arnold to play?"

Oswald answered, "He won't play with me. I already tried."

"Well, did you ask him to play nicely?" asked Papa.

"I didn't really ask, but Arnold knew what I meant," said Oswald.

"Are you sure?" said Papa. "Did you ask him to play anything special?"

"No," said Oswald, "I just said I wanted to play."

Then Papa Otter said, "Here's what I would try. First, I would go to Arnold's house and say, 'Hi Arnold, the mud slide over at my house is really high and very slick. How would you like to come over to slide with me?'"

Oswald thought he'd try Papa's idea. He went right over to Arnold's house that day. Just as Papa had suggested, Arnold liked the idea of playing on the slide. Arnold came over and both young otters had a great time. Now they both have a friend to play with.

d. Ask children what mistakes Oswald had made. Elicit that he didn't ask nicely or say what he wanted to play.

Step #2. Identify the Skill Components

a. Tell class that there are some good ways to ask others to play.

b. Present the following steps:

1) Pick out a friend you want to play with.
2) Walk up to them.
3) Smile and call them by name.
4) Ask if they would like to play.
5) Tell them what you would like to play.

c. Rehearse the following lines in unison (use sing-song fashion).

When I want to play,
I'll call my friend by name.
When I want to play,
I'll suggest a fun game.
When I want to play,
I'll ask real nice.
When I want to play,
we might play twice.

Step #3. Model the Skill

a. Simulate a play situation and model asking one of the pupils to play. Use the think aloud procedure to narrate the nonverbal steps.

b. Model the skill with an error and have pupils identify the error.

c. Model the skill again, but change the context to include a different child and a different activity.

Step #4. Role Play

a. For a hypothetical situation, have pupils work in pairs and role play the skill.

b. Provide feedback and praise to each pupil.

c. Have each pupil evaluate their own performance.

Step #5. Practice

a. Hold a skill review session and have the skill modeled by the more proficient children.

b. Praise children for exhibiting the skill during free time periods in class.

c. During the week after the initial lesson, rehearse the poem daily.

Step #6. Generalization

a. Take class to playground and teach a shortened version of the lesson.

b. Make occasional observations on the school grounds and praise pupils for using the skill appropriately.

c. Send note home to parents asking them to encourage their children to exercise the skill.

SOCIAL SKILLS LESSON--PRIMARY

Smiling When Encountering Friends in Acquaintances

Objective: Pupils will smile at friends, acquaintances, schoolmates, and teachers.

Performance Criteria: This skill will be adequately performed when the pupil:

1. identifies settings where smiling at others is important.
2. attempts to establish eye contact.
3. smiles when eye contact is made with peers.
4. smiles at teachers when eye contact is made with teachers.
5. drops eyes after a brief smile if no interaction is intended.

Materials: Large pictures of smiley faces.

Procedures:

Step #1. Establishing the Need

a. Present pictures of drawings of smiley faces and frowning faces and ask children what kind they like best. Place a smiley face in front of your own and ask pupils whether they like you best when you have a smiling face or a frowning face.

b. Place the smiling face in front of a pupil and ask "Do you like (student name) with the smile?" Exchange for a frowning face and ask if they like the pupil when they frown.

c. Through discussion, establish that people are better liked when they smile at others.

Step #2. Identify the Skill Components

a. Tell pupils that it is important to know when to smile at someone. Present the following rules:

   1) Smile at people you know.
   2) Smile at people you have seen before.
   3) Smile at people who look you in the eye.

4) Smile at your teachers when they look at you in the eye.

b. Discuss the places that pupils should smile at each other, e.g., hallways, when they enter class, on the playgrounds, or anywhere they see people they know.

Step #3. Model the Skill

a. Tell pupils that you are going to show them how to follow the smiling rules.

b. Tell pupils that you will be pretending to be a student who will smile at a friend, someone in the hallway, and a person from school they see in a shopping center.

Step #4. Role Play

a. Tell pupils to show you how to smile when the make eye contact with a teacher. Give feedback to each pupil.

b. Have pupils smile at each other for a simulated situation such as seeing each other in a store, passing each other in the hallways, and seeing one another on the playground. Provide feedback on their skill performance.

Step #5. Practice

a. On a subsequent date, take class into hallway and practice smiling at passerbys in the hallway.

b. At various times, challenge pupils to demonstrate smiling after eye contact is made. Provide feedback and praise for correct performance of the skill.

Step #6. Generalization

a. Reteach the skill out on the sidewalk.

b. Ask regular class teachers to reinforce smiling behavior in hallways and integrated settings.

c. On one or two occasions, give pupils instructions to team up and check each other's smiling behavior during lunchtime and recess. Have the pupils report back and reinforce good reports.

INTERMEDIATE

Ages 9-12

With modification, many of the lessons in this section should be taught to primary age children. They may need to be taught again to older students.

SOCIAL SKILLS LESSON--INTERMEDIATE

Following Classroom Rules

Objective: Pupils will follow classroom rules when the teacher is present and when the teacher is out of the room.

Performance Criteria: This skill will be performed adequately when the pupil:

1. restates rules when asked.
2. follows specific rules without prompting.
3. can identify consequences for not following rules.
4. follows rules when the teacher is out of the room.

Materials: Poster board.

Procedures:

Step #1. Establishing the Need

a. This lesson should be taught at the beginning of the school year.

b. Read optional story to introduce the lesson.

Mr. Craig's fifth grade class at Barton Elementary was scheduled to go on a field trip to a space museum, but they never went. Here is why.

Mr. Craig's class was more fun than almost any others in the school. The lessons were interesting, Mr. Craig told good jokes, and everyone learned a lot. To make sure everyone in class could learn and enjoy school, Mr. Craig had some rules that the children had to follow. Most of the time all the children followed the rules. Unfortunately, the week before the field trip, several of the children forgot to follow the rules. The trouble began when Bobby walked into class and pushed all of Mary's papers onto the floor. The next day, Mary and Audrey stole all of Bobby's pencils and sharpened them down to the nubs. Later that same day, Bill and Jim were out of their seats throwing erasers across the room and Ann and Leslie just seemed to talk the whole afternoon. Mr. Craig kept them all after school that night.

On the third day of the week things were just as bad. This time Sarah and Jennifer wouldn't stop talking, John and Lenny were throwing erasers, and Greg and Donald got into a pushing match. Things were so bad that Mr. Craig warned the class that any more rule breaking and the class wouldn't be able to go on the field trip.

On Thursday, things went pretty well until about 10 o'clock. When everyone came in after recess, they took their seats just like they were supposed to. After a minute or so, Greg blurted out "Oh no, I've got gum all over the seat of my pants." Someone had put freshly chewed gum on Greg's chair. That was not only a mean trick, but it was against the rules in Mr. Craig's class to chew gum. Mr. Craig asked who put the gum on Greg's chair and when nobody admitted doing it, he simply called the principal and cancelled the field trip.

Everyone in the class was disappointed and angry.

c. Ask pupils what would have happened if the children in the story had followed the classroom rules.

d. Ask pupils if they had classroom rules to follow in previous years. Elicit that they did.

e. Ask what happened to them when they broke the rules. Elicit whatever consequences are realistic.

f. Ask class members if they would prefer to avoid the consequences for breaking rules.

Step #2. Identify the Skill Components

a. Put a list of classroom rules on poster board and leave posted.

b. Have the class rehearse the rules orally.

c. Point out to class that rules should be followed without being reminded.

d. Point out to the class that the rules must be followed even when the teacher is gone from the room.

e. Tell class members that they will have to repeat rules when asked.

Step #3. Model the Skill

a. Pretend to be a pupil entering the classroom and beginning seatwork.

b. Narrate how the rules are being followed using the think aloud procedure.

c. Ask pupils to recall all the rules that were followed.

Step #4. Role Play

a. Direct each pupil to spend one minute role playing the skill and thinking aloud to show which rules he or she was following.

b. Give each pupil feedback on his or her performance.

Step #5. Practice

a. For the week following introduction of the classroom rules, rehearse the list of the rules daily. Occasionally review the rules throughout the school year.

b. Remind pupils to follow the class rules and then provide intermittent reinforcement for correctly performing the behaviors.

Step #6. Generalization

a. Consult with regular class teachers from whom the handicapped pupils receive instruction. Ask them to prompt and reinforce the handicapped pupils for following classroom rules.

b. Make up a list of general classroom rules applied in your building. Give a list to each child and have them mark down which rules they followed during instruction in the regular classroom.

c. Ask pupils to report on themselves. Praise pupils for self-reporting.

SOCIAL SKILLS LESSON--INTERMEDIATE

Cooperating With a Work Partner

Objective: Pupils will work cooperatively with partners during class activities.

Performance Criteria: This skill will be performed adequately when the pupil:

1. acknowledges partner with greeting appropriate to circumstance (e.g., smiles, says "Good, I'm glad to work with _____," etc.).
2. shares materials with partner.
3. divides responsibilities.
4. completes agreed upon responsibilities.
5. exchanges information politely.
6. accommodates viewpoint of partner.
7. keeps to assigned task.
8. refrains from excessive off-task discussion.
9. monitors time allotted for task.

Materials: Chalkboard, poster paper, and markers.

Procedures:

Step #1. Establishing the Need

a. Read the following story:

Edward and Jill were assigned to work together on a social studies project. They were given the task of making a copy of an Indian village. Unfortunately, Jill and Edward could not work together so they never got done. Because they didn't finish, they were not allowed to participate in a class trip to see an Indian museum.

Here is how it happened:

First, Jill got angry because she didn't want a boy for a partner. Second, when they finally got started, Ed wouldn't share his materials with Jill. Third, they both argued and wouldn't give in. Jill wanted to make an Eastern Indian village with long houses and Ed wanted to make a Western village with teepees. Fourth, the teacher intervened and had them make the one with teepees because it would be faster. Fifth, Ed and Jill finally started to get along, but instead of working on the assignment, they began talking about what was on TV the night before. Sixth, when they worked on the assignment, they didn't pay attention to the time so they never got done.

b. Ask students to tell how Ed and Jill might have gotten along better, finished the assignment, and gone on the field trip.

c. Ask pupils if they see any need to cooperate with a partner. Elicit that they will get task done faster and can get to do more interesting things.

Step #2. Identify the Skill Components

a. Suggest to the class that if they follow the procedures listed below, they will be good partners. Write the following on the chalkboard:

    1) Say something nice to your partner (e.g., smile, say you are glad to work with them, etc.).
    2) Share materials.
    3) Decide who does what (i.e., divide responsibility).
    4) Talk to each other and listen to your partner's ideas.
    5) Pay attention to the time and keep working until done.

b. Rehearse the five steps by unison reading.

c. Discuss each of the steps.

Step #3. Model the Skill

a. Select one of the pupils to assist in modeling the skill. Together work on a short task and narrate the steps you are going through. Suggested modeling activities:

    1) Making a poster where each partner has different colored markers.
    2) Making up story about the next holiday. Emphasize sharing different points of view.

b. Discuss the procedures that were followed during the modeling. Attempt to elicit from the students the whole sequence of components.

Step #4. Role Play

a. Tell students that you want them to show what good partners they can be.

b. Assign students to work together in pairs where they have to draw one picture of a building they both know. Give each pair one piece of drawing paper and give each partner half of a set of markers. Allow them 10-15 minutes to complete the task.

c. Prompt students through the assignment and provide feedback on their partner relations.

Step #5. Practice

a. Plan for partnership tasks on subsequent days to ensure that the skill is reinforced. Make sure pupils change partners.

b. Prior to assigning the partnership, review and rehearse the skill components. Ask students to recite as many of the components as possible.

c. At a skill review session, repeat the role playing task.

Step #6. Generalization

a. Consult with regular class teachers to find out when partnership activities will be taking place. Rehearse the skill components with the pupils prior to entering the integrated setting. Encourage the regular class teacher to provide intermittent reinforcement for working well with a partner.

b. Have pupils report when they worked with a partner. Ask them to recite which skill components they used and how they did. Reinforce students for self-reporting.

c. Suggest to regular class teachers that cooperative learning strategies be tried in their classroom.

SOCIAL SKILLS LESSON--INTERMEDIATE/JUNIOR HIGH

Ignoring Distractions

Objective: When on task, pupils will ignore distractions.

Performance Criteria: This skill will be adequately performed when the pupil:

1. sets a goal to accomplish the task.
2. considers the consequences of not sticking to the task.
3. ignores other pupils' verbalizations during seatwork periods.
4. ignores noises in school hallways.
5. ignores activity which can be viewed from the school window.
6. ignores the movement of other pupils in the classroom.

Materials: Chalkboard.

Procedures:

Step #1. Establishing the Need

a. Begin a class discussion by asking pupils what the term ignore means. Elicit that it means to keep on working or doing what one is doing despite distractions.

b. Read the following story to the children:

Frank was a fourth grade pupil at the Vance Elementary School. He was one of the best basketball players in school. He could shoot better than nearly all the boys in the sixth grade and he could dribble the ball as well as anyone.

Every Tuesday afternoon after school, Frank played on a basketball team at the YMCA. His team was in first place and if they won just one more game, they would be champions. His teammates counted on Frank to help them win their game.

Frank was a boy who could do his school work, but Frank had a bad habit of not concentrating. He had to look out the window when a car went by, he got out of his seat when he heard a noise in the hallway, and he listened to what everyone else was doing when he should have been working. Frank did this so often that Frank's teacher, Mr. Lange, started keeping Frank after school to finish his work.

On the last Tuesday of the basketball season, Frank's team was to play the game that could make them champions. Unfortunately, Frank behaved as usual. He couldn't stop looking and listening to the cars on the street, the kids in the hall, or the pupils in his classroom. As a result, he did not finish his work. Mr. Lange made Frank stay after school to finish his work. While Frank was working, he missed his ride to the Y with John's mom. Even though he finished his work before the game started, he couldn't get to the Y in time.

Frank walked all the way to the Y, but the game was over before he arrived. His team lost because they didn't have Frank. The other boys and the coach were both disappointed and angry with Frank. For a few days afterward, none of his teammates would talk to him.

c. Discuss with the class how Frank might have avoided his troubles. Elicit that he would have to learn to ignore distractions.

Step #2. Identify the Skill Components

a. Ask pupils to help you list the kinds of things they would have to do to ignore distractions. Elicit the following and list on the chalkboard:

1) Tell yourself you want to finish your work.
2) Think about what might happen if you work isn't finished.
3) Ignore what is outside the window.
4) Ignore noises and movement in the classroom.
5) Ignore what is going on in the hall.

b. Have pupils repeat the steps in unison at least twice.

Step #3. Model the Skill

a. Portray a student working on a task. Use the think aloud procedure to narrate each of the skill steps.

b. Model the skill with the warning that you may commit an error. Have pupils identify the errors.

c. Model skill third time with no errors.

Step #4. Role Play

a. Review the skill steps with the class.

b. Give the class a mastery level seatwork task and ask that they demonstrate how well they can ignore distractions.

c. Create noise in the classroom, have students move around, and have a pupil go out into the hall to attempt to distract his or her classmates.

d. Provide feedback to each pupil and ask them to relate how they did.

Step #5. Practice

a. Have the skill modeled by one or two pupils during a skill review session.

b. At various times during the week following introduction of the lesson, review the steps for ignoring distractions and challenge the class to exhibit the skill. Have some pupils create some distractions. Give pupils feedback on their performance.

c. Give students intermittent praise for correctly performing the skill. Be sure to be explicit with the praise. For example: "John, I am pleased that you ignored the noise out in the hall."

d. For junior high students, assign homework using appropriate homework form.

Step #6. Generalization

a. Inform regular class teachers of the skill being taught. Ask that they occasionally praise the handicapped pupils for ignoring distractions.

b. Have the pupils take a three by five card with them to their regular classes. Each time that they find themselves consciously trying to ignore distraction, they are to mark the card. Reinforce pupils for using the cards.

SOCIAL SKILLS LESSON--INTERMEDIATE

Staying on Task During Seatwork

Objective: Pupils will remain on task during assigned seatwork activity.

Performance Criteria: This skill will be performed adequately when the pupil:

1. gathers necessary materials before starting.
2. begins assigned task when directed.
3. remains seated during work period.
4. refrains from obtrusive vocal behavior.
5. refrains from obtrusive motor behavior.
6. refrains from attending to activities of other pupils.
7. ignores distractions (e.g., other students talking or making noise).
8. refrains from speaking without permission.
9. refrains from leaving seat without permission.
10. works continuously.
11. refrains from playing with objects not related to task (e.g., a toy, an eraser, etc.).

Materials: Cassette tape, chalkboard, mastery level worksheets.

Procedures:

Step #1. Establishing the Need

a. Read the following story:

Tim Johnson was a boy who always had something in his pocket. One day it would be a toy car, the next a jack knife, and then it might also be a little pocket game, an eraser, a baseball card, or something else. Tim liked to play with these things at all times during the day. He would even play with them when he was supposed to be working at his desk in class.

Of course, his teacher didn't like Tim playing with toys because he never seemed to finish his work on time, and he disturbed others in the class while he fooled around.

When Tim failed to finish his class assignments, the teacher often made him stay in for recess. Then one day, the teacher made an announcement. She said that nobody could go to recess unless everybody finished their seatwork on time. Fortunately, it was an easy assignment so everyone would be able to finish on time.

On this day, Tim had a little ball in his pocket and began to play with it at his desk. As he rolled it back and forth on the desk, some of the other students began watching Tim and not doing their work. Then Tim dropped the little ball and it went bouncing down the aisle. Tim got out of his seat and chased after the ball. Of course, everybody in class started watching Tim and stopped doing their work. Tim retrieved his ball and was ordered back to his seat by the teacher. On his way back, he bumped into Mary Lynne's desk and knocked all of her things on the floor. That, too, distracted everyone from their work.

Well, the final result was that the children were unable to get their classwork done on time and they all missed recess. At first, they were angry with the teacher; but after awhile, they were saying that it was Tim's fault. By the end of the day, no one would talk to Tim.

b. Discuss with the class both Tim's plight and reasons why it is important to stay on task. Elicit from pupils that there will be time to do more fun things when they finish, they will learn more, and the teachers will be pleased with their behavior.

Step #2. Identify the Skill Components

a. Tell pupils that you have some good tips for staying on task and getting their work done on time.

b. List the following on the chalkboard and discuss each item.

1) Get materials together before you start (explain that may mean paper, pencil, eraser, etc.).
2) Start to work right away.
3) Stay seated and work quietly.
4) Don't watch or listen to what others are doing.
5) Don't play with things on your desk or in your pockets.
6) Keep working until finished.

c. After completing the list and discussion, review and rehearse the list by having the pupils read orally along with the teacher.

Step #3. Model the Skill

a. Prepare a tape recording which would be typical of a seatwork assignment. Role play following the directions on the tape. Narrate the things that you do to stay on task, e.g. clearing desk and getting materials ready and ignoring distractions.

b. Ask pupils to assess whether or not you have followed the tips for staying on task.

Step #4. Role Play

a. Provide pupils with a mastery level seatwork task of about five minutes in length.

b. Prompt students through the steps of getting materials together, starting on time, etc. Praise pupils for staying on task.

c. Repeat the role playing with a second seatwork assignment where the children are to demonstrate how well they can stay on task without prompting. Provide feedback to the pupils and praise correct performance.

Step #5. Practice

a. Nearly every day affords an opportunity to practice this skill. For a few days after this lesson has been presented, review and rehearse the staying on-task tips with the class prior to the beginning a seatwork activity.

b. Provide feedback to pupils while they are engaged in seatwork. Reward pupils who perform the skill appropriately.

Step #6. Generalization

a. After sufficient practice, introduce students to a procedure called "talking to yourself". Tell them that one way to stay on task is to talk to themselves as they are working. The procedure involves self-cuing where pupil asks self at the beginning of the task "Do I have my materials ready?" "Am I ignoring distractions?" This procedure is used to rehearse and self-cue the skill steps during seatwork.

b. Ask regular class teachers to prompt on task behavior by saying "What questions are you going to ask yourself to help get your work done on time?"

c. Ask regular class teachers to provide feedback and intermittently praise youngsters for exhibiting good on-task behavior.

SOCIAL SKILLS LESSON--INTERMEDIATE

Completing Work on Time

Objective: Pupils will complete assigned work within reasonable time limits.

Performance Criteria: Adequate performance of this skill will be achieved when the pupil:

1. identifies criteria of a completed task.
2. identifies the consequences for not completing work (e.g., failure, punishment, low grade, etc.)
3. puts necessary material together before starting.
4. starts task immediately.
5. monitors own pace.
6. completes task within time allotted.

Materials: Math worksheets, poster paper, chalkboard, kitchen timer.

Procedures:

Step #1. Establishing the Need

a. Tell the students the following story:

Mary Lou was called a dawdler by everyone who knew her. Every time she had to do something, she fooled around and took too long. She never got her bed made before the school bus picked her up. She never got her kitten fed before it was bedtime. This often made her parents angry, and to be sure she never got any allowance because she never finished her work. Mary Lou was the same way in school. By the time she got her coat on, recess was often nearly over. She never seemed to finish her work in class so she got very bad report cards.

Mary Lou had a very special dream. More than anything else she wanted to visit Disney World in Florida. Then one day her dad came home and announced that the whole family was going on vacation to Florida. They were going to fly there and spend a whole week at Disney World. Everybody in the family was going except Mary Lou's grandmother who lived with them. Before going, everyone had a responsibility for packing their own suitcase and getting dressed to go. On the day the family had to catch the airplane, Mary Lou, as usual, had not finished her job of packing her suitcase. When it was time to leave, she hadn't even started. Her dad gave her 10 extra minutes, but she still didn't get the job done. That was the last straw. Her dad put everyone in the car and went to catch the airplane. When Mary Lou finished packing, her whole family was up in the sky on their way to Disney World. When she finished, Mary Lou went downstairs to look for her family, but the only person there was her grandmother.

Mary Lou had been left home. She cried the whole week while her family enjoyed themselves in Florida.

b. Ask the students to tell how they would feel if they had been left at home like Mary Lou. Ask them if they would have done what her dad did. Ask them if they ever get tired of waiting for some people who never seem to get done on time.

c. Ask pupils why it is important to finish schoolwork on time. Elicit that students will learn more if they do more work and that it isn't fair to make the class wait for them.

d. Ask the pupils to say what happens to students who do not finish their work on time. Elicit that they do not learn as much, teachers become angry, and the individual will receive poor grades.

Step #2. Identify the Skill Components

a. Tell students that you have some procedures that will help them complete their work on time. List the procedures on poster paper under the title of "How to Get Your Work Done".

1) Identify what must get done.
2) Get materials together before starting.
3) Get started right away.
4) Check the time and keep working until done.
5) Finish before the time is up.

b. Post the procedures and have students read aloud along with you as you re-read the list. Repeat if necessary.

Step #3. Model the Skill

a. Put a number of math problems on the chalkboard. Tell the students that you are going to demonstrate how to get the task done. Set the kitchen timer for two minutes and then model the skill.

b. Narrate each of the steps as you proceed to solve the match problems.

c. Have students repeat how you went about completing the task.

Step #4. Role Play

a. Give the students some math worksheets at mastery level. Tell them that they are to demonstrate how to complete a task on time.

b. Set the timer (5-10 minutes) and set the pupils to work. Prompt and provide feedback to pupils during the work period.

c. At the completion of the work period, ask students to tell how they followed the procedures. Praise students for following the procedures.

Step #5. Practice

a. For a few days, begin seatwork periods with a review and rehearsal of the procedures.

b. Reinforce pupils for following each of the specific procedures.

c. Post the list of procedures in the classroom and have pupils refer to them on occasion.

d. (Optional) Make up work checklist to be completed after classwork.

Step #6. Generalization

a. Give pupils individual lists of the skill steps to use as checklists when they go for academic instruction in regular classes.

b. Provide regular class teachers with a description of what the pupils have been told what to do. Ask the regular class teachers to prompt the correct performance of the skill with statements such as "Show me the rules you learned for getting work done on time."

c. Ask regular class teachers to provide intermittent praise for timely task completion.

SOCIAL SKILLS LESSON--INTERMEDIATE

Participating Politely in a Classroom Discussion

Objective: Pupils will politely participate in a classroom discussion initiated by the teacher.

Performance Criteria: This skill will be performed adequately when the pupil:

1. turns head and orients eyes toward the speaker.
2. changes orientation of eyes when speaker changes.
3. raises hand and waits to be recognized.
4. refrains from interrupting a recognized speaker.
5. refrains from obtrusive motor or vocal behavior to gain attention.
6. makes relevant remarks during discussion.
7. asks questions relevant to the discussion.
8. speaks in voice loud enough to be heard.
9. refrains from commenting negatively (i.e., abrasively) about comments made by others in the discussion.

Materials: A short subject matter film, filmstrip, or video tape; 3 x 5 "conversation cards", and poster paper.

Procedures: This lesson is best taught in conjunction with some content instruction.

Step #1. Establishing the Need

NOTE: Prior to teaching this lesson, solicit the assistance of four teacher-nominated nonhandicapped students.

a. Tell students that they are going to be viewing a movie and after the movie, they will participate in a discussion about the film. Ask them if they know why it is important to be polite and pay attention during the discussion. Elicit from the pupils that different people have different ideas to share, talking off the subject sometimes gets people angry, and a person feels bad if someone makes fun of what they say.

b. Tell students that you have brought in some students from another class to show how a good discussion should be carried on. Identify them as some of the best discussion participants in school.

Step #2. Identify the Skill Components

a. Tell pupils that there are some rules to learn when participating in a class discussion. Put the rules on poster paper, discuss each one, and have pupils copy the rules onto a piece of paper.

RULES FOR GOOD CLASS DISCUSSION

1) Look at the person who is talking.
2) Raise your hand and wait.
3) Don't interrupt another speaker.
4) Don't jump up and down or become noisy to get recognized.
5) Stick to the point.
6) Speak loud enough to be heard.
7) Don't say mean things about what others say.

b. Cover the rules again and have students read in unison as you point to the rules.

Step #3. Model the Skill.

a. Show a short film and then lead the four nonhandicapped pupils through a short discussion on the film.

b. With the special class, have them evaluate how well the nonhandicapped youngsters followed the rules. Ask specific questions such as:

"Did they look at the person who was talking?"
"Did they stick to the point?"

Step #4. Role Play

a. Show the same short film again and then lead students through a class discussion. For pupils who do not initiate any comments, hand out "conversation cards" which they are to use to say something about the film. The "conversation cards" should contain simply written statements about the film.

b. Provide feedback to the students for their rule following during the discussion.

c. Have pupils evaluate their own performance

Step #5. Practice

a. For class discussion at future dates, bring out rules on the poster paper and review them with the class before starting the discussion. Unison reading is one way to review the rules.

b. Provide feedback to students on their performance on the skills. Praise good skill performance.

Step #6. Generalization

a. Make arrangements with regular class teachers to prompt good class discussion behavior. Reward students whose regular class teachers give good reports on participating in class discussions.

b. Have pupils report when they participated in a class discussion. Praise the student for reporting.

SOCIAL SKILLS LESSON--INTERMEDIATE/JUNIOR HIGH

Making Relevant Remarks During Class Discussion

Objective: Pupils will make remarks and ask questions relevant to class discussion or instructional topic.

Performance Criteria: This skill will be performed adequately when the pupil:

1. makes comments directly related to topic introduced by teacher.
2. asks questions directly related to topic introduced by teacher.
3. comments about something recently said during the course of discussion.
4. asks questions which are related to something recently said during discussion.
5. can identify consequences for making out-of-context comments (e.g., others will be irritated, no one will know what they are talking about).

Materials: Pictures which show some out-of-context content, such as a person wearing a winter coat at the beach on a summer day; magazines; construction paper; crayons; glue; and scissors.

Procedures:

Step #1. Establishing the Need

a. Show students a picture with an out-of-context figure or component. This may be a magazine picture with some odd item pasted on the picture. Ask the pupils to identify the items in the picture that make it silly. Show the student a second picture where a person is dressed inappropriately for the setting and have them identify the out-of-context person.

b. Have pupils create their own picture with an out-of-context element. (These two activities may be introduced one day and the rest of the lesson introduced on a subsequent day.)

c. Have pupils display their pictures and tell the class what is out of context or silly. From that point, ask students if people ever say things that are out of context. Provide an example. An example might be: When discussing math, someone says, "Did you see the Bill Cosby show last night?" Ask students to provide examples of out-of-context statements during classroom discussion.

d. Elicit from students the consequence for making out-of-context statements. These include:

   1) Teacher will become upset.
   2) Other pupils will be upset.
   3) It wastes class time.
   4) People may not understand what they are talking about.

Step #2. Identify the Skill Components

a. Ask students to tell what kind of statements or comments would be in context in a classroom discussion of some current class topic. Instruct the students that the following kinds of comments are acceptable.

   1) A comment or story directly related to the subject introduced by the teacher.
   2) Questions related to subject introduced by the teacher.
   3) Comments or questions about something someone else has said during the discussion. (If reading skills are adequate, write the above on the board.)

b. Discuss each of the appropriate types of comments.

Step #3. Model the Skill

a. Ask a student to play the role of the teacher and the teacher play the role of the student. Have the student who is role playing the teacher part introduce a subject, such as "Today class we will discuss foods that are good for breakfast." In the pupil role, the teacher asks, "Is grapefruit good for breakfast?" A second pupil is directed to say, "I always have cereal, milk, and fruit juice for breakfast." Teacher then responds to statement with comment, such as "We usually don't eat cereal in our house because Dad likes eggs." Point out to students that all the comments were used in context.

b. Repeat previous modeling activity and identify which comments relate to teacher-introduced subject and those that are acceptable because they relate to something someone else said. In addition, model for pupils some lead-in phrases which help students stay in context (e.g., "On the topic, Bobby brought up," "Like Mrs. said earlier," etc.).

Step #4. Role Play

Have the class discuss a high interest topic, such as TV programs, a trip to the amusement park, or some other subject. It may be necessary to show a film to discuss. Intermittently stop the discussion and have a pupil identify whether the most recent comment was in or out of context and which of the three criteria it met.

Step #5. Practice

a. Divide the class into groups of four to have a discussion on a high interest topic. Each pupil will be given a discussion checklist, and they are to identify which comments and questions are related to the topic and those that are not.

b. During subsequent class discussions, reinforce students for making relevant comments. Make an issue when students stick to the point. [See Stephens (1978) Social Skills in the Classroom for additional suggestions.]

Step #6. Generalization

a. Provide regular class teachers with a description of the skill being taught. Ask them to provide occasional praise to students for sticking to the point.

b. Ask pupils to report on themselves with what can be called, "pat yourself on the back sessions." Provide praise to students when they report sticking to the topic.

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SOCIAL SKILLS LESSON--INTERMEDIATE

Following Verbal Directions

Objective: Pupils will follow verbal directions when given by a teacher or school staff member.

Performance Criteria: This skill will be performed adequately when the pupil:

1. orients eye to teacher when directions are being given.
2. waits until directions are complete before beginning task.
3. repeats directions to him/herself.
4. follows directions immediately.
5. asks to have forgotten directions repeated.
6. repeats direction back to teacher.
7. completes all directions.

Materials: 3 x 5 card with directions written on it, other materials for role playing that are deemed appropriate by the teacher.

Procedures:

Step #1. Establishing the Need

a. Read the following story to the class:

Mess-It-Up Marty

"Mess-it-up Marty" seemed to be what everyone started to call Marty Adams wherever he was these days. You see, Marty had made some terrible mistakes both at home and school. The main reason for his mess ups seemed to be his problem in following directions.

(Tell students to listen carefully to find where Marty didn't follow directions.)

One day Marty was visiting his grandfather on the farm, Marty was asked to go to feed the pigs. His grandfather also told him to be sure to close the gate and lock it after entering the pen.

Marty ran right out of the barn and fed the pigs, but he forgot to close and lock the gate to the pig pen. While pouring feed into the trough, one of the baby pigs walked right out.

Marty ran out to catch the little pig; and while he was chasing one pig, the rest got out. Those pigs started running all over the place. One old hog routed up all of grandma's flowers, another ate the carrots in the garden, and a third walked right into the house. It took two neighbors and Marty's grandparents all afternoon to get those pigs back in the pen.

On a different day, Marty was told by his mom to go to the store to buy some sugar to use for frosting Marty's birthday cake. Marty was in such a hurry that he didn't wait for his mom to finish giving directions. He hopped on his bike and rode as fast as he could to get to the store. He bought some sugar and rode right home so his mother could bake the cake. Unfortunately, Marty bought the wrong kind of sugar. His mom was about to tell him to get confectioners sugar for the frosting, but he left the house too fast. That year, Marty had a birthday cake with no frosting.

b. Discuss with pupils what Marty should have done to keep from causing problems for himself. Elicit that he should listen carefully when given instructions.

c. Discuss some other examples where the pupils determine the consequences of not following verbal directions.

Step #2. Identify the Skill Component

a. Write the following rules for following directions on the chalkboard and have the pupils copy them.

1) Look at the person giving directions.
2) Wait until you hear all of the directions.
3) If you forget, ask to have the direction repeated.
4) Say the direction back to the person.
5) Follow all the directions right away.

b. Cover the rules at least twice and discuss examples for each component.

Step #3. Model the Skill

a. Choose the best reader in class and have them read directions from a 3 x 5 card to you.

b. Use the think aloud procedure to narrate execution of the skill components.

c. Discuss the modeled situation and have pupils evaluate whether or not you followed the rules.

d. For novelty purposes, model the skill again but leave out a skill component. Ask students to identify what was left out.

Step #4. Role Play

a. Give each student a different two-step direction and have them think aloud as they role play the skill. Make sure that the directions represent a functional activity.

b. Coach pupils to repeat the directions back to you. Get them accustomed to making statements, such as, "Ok, just to make sure I understand, you want me to ... (repeats direction.)"

c. Give each pupil feedback and ask them to evaluate their own performance.

Step #5. Practice

a. During the week following introduction of the lesson, hold two or three sessions where following directions is practiced. Give feedback and praise to students.

b. Take advantage of naturally occurring times to reinforce pupils for following verbal directions.

c. Send students on errands outside the classroom. Give feedback and praise for skill performance.

d. Periodically repeat direction following practice.

Step #6. Generalization

a. Send home a dittoed note explaining the direction following rules. Ask parents to test their children on following directions.

b. Solicit the assistance of another school staff member to give verbal directions and provide feedback. For example, give some written directions to the school secretary and then have her try them on pupils sent to her on a one-at-a-time basis.

c. Ask students to report on use of the skill. Praise pupils for self-reporting.

SOCIAL SKILLS LESSON--INTERMEDIATE

Following Written Directions

Objective: Pupils will carry out written directions on worksheets and in workbooks and written directions on chalkboard.

Performance Criteria: This skill will be performed adequately when the pupil:

1. identifies that a worksheet or workbook contains written instructions.
2. reads instructions.
3. attempts to apply instructions to the task.
4. re-reads the instructions.
5. asks for help if instructions are not understood.
6. proceeds to carry out the task.

NOTE: This lesson assumes that students can read simple directions.

Materials: Directions sheets (ditto enough for the class).

Procedures:

Step #1. Establishing the Need

a. Give the class the copies of the worksheet printed in this lesson as a fun activity. Give no instructions.

When the class is done, point out that not everyone followed the written directions.

b. Ask pupils why it is important to follow written directions. Elicit that they may ruin papers or other things if they fail to follow directions.

c. Ask students what kinds of activities require that a person read directions. Elicit that reading directions is necessary for assembly of some toys, playing board games, and finding one's way in buildings and cities. Show some examples of directions found with games, street signs giving directions, and assembly directions.

Step #2. Identify the Skill Components

a. Point out to pupils that they must be sure to read all directions and that the following rules should be followed: (Write rules on chalkboard.)

1) Look for written directions on all class assignments.
2) Read the directions carefully.
3) Try to follow the directions and re-read them after your first try.
4) Do exactly what the directions say.

b. Review the rules with the class. This may include reading them in unison.

Step #3. Model the Skill

a. Write some directions on the chalkboard and then model reading and carrying out the directions. Use the think aloud procedure where appropriate. Some suggested modeling situations:

1) Model following directions on how to arrange a display.
2) Model following directions where a sequence of actions must take place.

b. Have pupils identify the skill components they observed.

Step #4. Role Play

a. Write directions on 3 x 5 cards and have pupils follow directions in front of the class. These directions should be typical of tasks required in your classroom.

b. Provide each pupil with feedback on their ability to follow directions and ask them to evaluate their own performance.

Step #5. Practice

a. Before each seatwork assignment given during the week, review the rules for following written directions. Give pupils feedback on their direction following while engaged in seatwork.

b. Challenge one or two pupils per day during the course of the week. Give them 3 x 5 cards with directions to follow. Be sure to praise pupils for executing the skill correctly.

c. Give the class rule following exercises such as the following:

Worksheet

Directions

1. In box number 1, put an X.
2. In box number 2, draw a triangle.
3. In box number 3, draw a smiley face.
4. In box number 4, write your name.
5. In box number 5, leave blank.
6. In box number 6, draw a house.

1	2	3
4	5	6

Give pupils feedback on how well they performed the direction following task.

Step #6. Generalization

a. Inform regular class teachers serving the handicapped pupils that students are working on learning to follow directions. Ask that they occasionally reinforce the handicapped pupils for following directions.

b. If a regular class teacher is willing, have a direction following worksheet be presented as an activity for all pupils in a classroom where handicapped students are integrated.

c. Send notes home to parents and ask that they encourage their children to practice following written directions.

WORKSHEET

Directions: Read number ten on this worksheet first and do what is says before you do the others.

1. Draw a circle.
2. How much is? 6 + 6 =
3. How old are you? _____
4. What is your first name? _____
5. What is your last name? _____
6. What color is grass? _____
7. How much is? 5 - 1 =
8. Are you a boy or girl? _____
9. Circle the square.
10. Take this paper to your teacher.

SOCIAL SKILLS LESSON--INTERMEDIATE

Speaking Positively About School Work

Objective: Pupils will speak positively about their school work.

Performance Criteria: This skill will be performed adequately when the pupil:

1. verbalizes his or her likes for some classroom academic activity (e.g., "Oh good, I like math drills better than story problems.").
2. refrains from making negative remarks about the teacher.
3. refrains from making negative statements about school in general.
4. verbalizes appreciation of school activities (e.g., "I like to go to PE", or "Could we have some more movies like that one?).
5. refrains from making negative statements about academic work (e.g., "I hate science.").

Materials Poster paper, chalkboard.

Procedures

Step #1. Establishing the Need

a. Ask pupils what they think of people who always say negative things. Cite examples of people who never smile or never say anything pleasant.

b. If necessary, read the following story to assist in establishing the need for the skill.

Carl, the Classroom Grouch

Fifth grade was not too hard for Carl, but you would never know it to hear him talk. It seemed like Carl just hated everything. He said he hated math and reading and social studies and PE and even recess. When the teacher showed a movie, Carl always said he hated it.

Mr. Smith, the teacher, and Carl's classmates soon gave up trying to find things Carl would like. He just seemed to hate everything. When it was time for someone to run an errand, Mr. Smith never asked Carl because he knew Carl would hate it. When the class went to PE, the gym teacher never appointed Carl as a team captain because Carl was sure to say he hated it. Little by little, Carl was left out of everything. No one would invite him to play, the teacher never asked him to do anything fun or interesting, and Carl became the loneliest boy in school.

c. After reading the story about Carl, ask pupils to tell what Carl could do to get better treatment from the teachers and his classmates. Elicit that he should say positive things about school.

d. Discuss a number of consequences for saying positive things about school. Elicit that pupils will be better liked, teachers happier, etc.

Step #2. Identify the Skill Components

a. Ask pupils to supply ideas for saying good things about school. Elicit and list the following on the chalkboard.

Do's

1) Say aloud the subjects you like. (Discuss examples with the class.)
2) Say aloud the activities you like. (Discuss examples, e.g., movies, games, recess, running errands, etc.)
3) Say aloud which special subjects you like.
4) Tell teachers when they do something you like.

Don'ts

1) Don't say bad things about the teacher (e.g., "Mr. Smith is mean," "I hate Mrs. Jones.).
2) Don't say bad things about the school (e.g., "This is a dumb school," etc.).
3) Don't say bad things about some subjects (e.g., "I hate art," "Science is stupid, etc.).

b. Be sure that each of the do's and don'ts are reviewed and discussed.

Step #3. Model the Skill

a. To model this skill, it may be desirable to solicit the assistance of another adult. The other adult could play the teacher role and introduce a classroom activity. After the activity is introduced, demonstrate making a positive statement about the activity.

b. Have the assisting adult introduce an activity which many children dislike. Use the think aloud procedure to demonstrate not making negative remarks.

c. After completing the modeling, review the do's and don'ts with the class.

Step #4. Role Play

a. Announce to the class that they will all have a chance to show how well they can perform the skill. One by one, have each student demonstrate how they can say something positive about a special subject of their choosing and an activity of their choosing.

b. Provide feedback to the pupils on how they did.

c. Have pupils identify something they really don't care for and role play the think aloud procedure where a decision is made not to say something negative.

d. Ask pupils to evaluate their own performance and provide feedback.

Step #5. Practice

a. During the week following introduction of this lesson, post the do's and don'ts for saying positive things. Review them daily.

b. For a few days, whenever a new subject or activity is introduced, challenge a single student to model either saying something positive or avoiding saying something negative.

Step #6. Generalization

a. Inform regular class teachers serving the handicapped pupils of the lesson on saying positive things about school. Ask them to compliment students in their own class for exhibiting that behavior.

b. Give pupils verbal assignments to practice the skill in classes where they are integrated. Ask pupils to report on themselves.

SOCIAL SKILLS LESSON--INTERMEDIATE LEVEL

Participating in Classroom Introduction

Objectives: The pupils will respond politely when adults or peers re introduced in the classroom.

Performance Criteria: This skill will be performed adequately when the pupil:

1. waits for teacher or other familiar person to make introductions.
   a. refrains from approaching stranger except to assist in gaining teacher's attention.
   b. refrains from engaging stranger in conversation.
2. stands or sits quietly when an adult or peer is being introduced.
3. makes eye contact when being introduced by name.
4. states name clearly when asked by teacher.
   a. maintains eye contact with stranger.
   b. smiles at stranger.
5. withholds any response regarding the stranger's presence or name.
   a. refrains from commenting on or reacting to physical appearance of individual.
   b. refrains from commenting or reacting to name of individual (e.g., laughing or saluting someone whose last name has a military connotation).

Materials: None; or in some instances, it may be appropriate to use a mask or make-up to have a student portray a stranger to the classroom.

Procedures:

Step #1. Establishing the Need

a. Ask pupils why it would be important to project proper manners when someone new is introduced to class. Elicit response, such as "the person will probably like you," "the teacher will be proud of you," and "you will make the person being introduced feel good".

b. Elicit negative effects of poor behavior (e.g., "the person won't like them," "the teacher will be embarrassed and punish the students.").

Step #2. Identify the Skill Components

a. Elicit from pupils the components of appropriate behavior and list on chalkboard. (Use symbols next to written statements to cue nonreaders, e.g., for make eye contact; speak clearly; and shh for "Refrain from comments".)

   1) Wait for the teacher to introduce stranger.
   2) Look at the person and smile.
   3) Tell your name.
   4) Don't say anything about the person's looks or name.

b. Repeat these rules in unison at least twice.

Step #3. Model the Skill

a. Select pupil to enter the classroom as a hypothetical stranger.

b. Select another pupil to play the part of the teacher. (This should be the best reader.)

c. The pupil playing the teacher role is to read the script below:

Teacher role: Class, I would like your attention. I would like you to meet Mr. (Mrs.) Beebumble. Mr./Mrs. Beebumble would like to meet you. Please tell him/her your name.

d. Teacher models appropriate response.

e. Sequence is repeated and teacher narrates what she is doing (e.g., making eye contact, speaking clearly, refraining from commenting on funny name).

Step #4. Role Play

a. Have pupils rotate through the roles. Teacher should return to the teacher role.

b. Provide feedback to pupils on appropriate responses, e.g., "that's good eye contact," or "please speak louder when you say your name," or "let's try that smiling part again."

c. Have pupils rehearse sequence of behaviors through narration of their behavior.

Step #5. Practice

a. During the same week, arrange for principal, custodian, parent, or some other adult to enter the classroom. If person is known to class, simply tell pupils you are going to practice greeting skills. This may be repeated as often as necessary.

Step #6. Generalization

a. Solicit cooperation of regular classroom teachers to praise appropriate greeting behavior when strangers come into their classrooms. Provide regular class teachers with an explicit description of how pupils have been taught to behave.

SOCIAL SKILLS LESSON--INTERMEDIATE

Maintaining Appropriate Grooming

Objective: Pupils will monitor their groomed status by checking their hair and clothes.

Performance Criteria: This skill will be adequately accomplished when the pupil checks to see if he or she is:

1. wearing appropriate clothes for school including:
   Boys--
      shirt
      trousers
      underwear
      socks
      shoes suitable for weather
      outer garments (if needed) suitable for weather
      devise (belt, suspenders, elastic) to hold trousers up
   Girls--
      dress, blouse and skirt, or shirt and slacks
      underwear
      footwear appropriate for weather
      outer garments when appropriate for the weather
2. maintaining clean face.
3. maintaining clean hands.
4. maintaining neat hair.
5. wearing clean clothes (given the opportunity).
6. maintaining clothes in orderly fashion (i.e., zippers zipped, buttons buttoned, clothes on straight, etc.).

Materials: Mirror, poster paper, markers.

Procedures:

NOTE: The purpose of this lesson is to encourage self-monitoring of grooming status and not grooming itself. Teachers should consider the needs in their own classroom and decide if specific grooming skills should be taught first.

Step #1. Establishing the Need

a. Begin a class discussion with a question asking pupils if they have seen how people's appearance sometimes becomes messy after times like recess or their hair is messed up after taking off a hat. Ask students to tell what people might think of them if they were messy most of the time.

b. Demonstrate a humerous disheveled appearance and ask pupils to tell what they would think of a person who looked like that. Examples might be a sweater buttoned at the wrong buttonholes, hair in disarray, shirt half out, etc. Elicit from pupils that people will not think well of them when they don't look good.

Step #2. Identify the Skill Components

a. Tell students that checking their appearance periodically throughout the day is one component of good grooming. Ask the pupils to tell what and when they should check their appearance. Write their responses on poster paper. Be sure to include:

What to Check
- hair combed or brushed
- shirt tucked in
- buttons and zippers
- trousers up/skirts down
- dirt brushed off clothing
- clean hands and face
- shoes tied

When to Check
- after arrival at school
- after recess
- after lunch
- after arrival at home

b. Have pupils read along in unison to orally rehearse what to check and when to check.

c. Leave the self-checking procedures posted throughout the week.

Step #3. Model the Skill

a. Tell pupils that you are going to think aloud the steps to be followed for maintaining good grooming. Model a situation such as after arriving at school and then going through the self-checking. Narrate each step by thinking aloud.

b. Model the skill again with a change in context (e.g., after arriving at someone's house).

Step #4. Role Play

a. Have pupils role play self-checking through the use of the think aloud procedure.

b. Each time a pupil role plays, make an attempt to change the context.

c. Provide feedback to pupils during and after the role playing.

d. Ask pupils to evaluate the role playing performance of their classmates.

Step #5. Practice

a. During the week of the lesson, conduct daily oral rehearsal of the skill components.

b. Give pupils homework assignments during the week to check their appearance.

c. At appropriate times, cue the class to do self-checks. Praise pupils for completing the self-checks.

d. During a skill review session, have one or two pupils model the self-checking using the think aloud procedure.

Step #6. Generalization

a. Inform other school staff that your class is working on self-checking for grooming. Ask staff members to prompt students to self-check in locations other than the special class.

b. For pupils whose appearance is satisfactory, intermittently praise them for having done a self-check on grooming.

c. Send notes home to parents telling them that the class is working on self-checking. Have parents ask their children to demonstrate a grooming self-check.

SOCIAL SKILLS LESSON--INTERMEDIATE

Avoiding Inappropriate Physical Contact

Objective: Pupils will avoid making inappropriate physical contact with peers and adults.

Performance Criteria: This skill will be performed adequately when the pupil:

1. discriminates which peers and adults may be touched as friends.
2. identifies what times it may be appropriate to have physical contact.
3. identifies the parts of the body which should not be touched.
4. touches friends on shoulders or arm to gain attention.
5. shakes hands with peers and adults when introductions are made.
6. refrains from:
    a. hugging.
    b. non-age appropriate hand holding (i.e., 1st graders may hold hands, but this is not typical for 6th graders).
    c. hanging on to another person's head, arms, midsection, or legs.
    d. back slapping.
    e. touching face.
7. refrains from touching private areas of another person's body.

Materials: Chalkboard or poster paper, a large doll or stuffed animal.

Procedures:

Step #1. Establishing the Need

a. Tell students about Ralph, the boy who was too friendly.

Ralph was a real good friend of everyone he knew. He had lots and lots of friends. He always was polite and said nice things to his friends, shared his toys, and played fairly during class games. Although the other kids liked Ralph most of the time, they were beginning to like him less and less. Ralph had the habit of being too friendly. he was forever putting his arm around the shoulder of the other students, pinching their cheeks, patting them on the back, and hugging people when he was real happy. Ralph thought he was being nice, but the kids didn't like being touched so often. After awhile, they started to run away from Ralph and soon they began to say mean things to him so he wouldn't touch them.

b. Ask pupils to tell if they like to be hugged, touched, or hung on to all the time. Ask if they think that they would like to have Ralph in their class.

c. Discuss with pupils the private parts of a person's body which should not be touched (essentially below the waist).

Step #2. Identify the Skill Components

a. Discuss appropriate and inappropriate kinds of physical contact. Make a list of each.

b. Discuss with pupils when physical contact is appropriate (e.g., playing football, dancing, or with relatives).

c. Through discussion, identify that physical contact should usually be avoided while at school except to gain the attention of someone. The acceptable contacts are: tapping on the shoulder or gently taking hold of a person's arm.

Step #3. Model the Skill

a. Using a mannequin or large doll, model appropriate and inappropriate physical contact. Use think aloud procedure to narrate behaviors that are avoided. Have students identify which behaviors are inappropriate.

b. Have a student participate and model gaining attention by taking hold of an arm and tapping on the shoulder.

NOTE: Do not model inappropriate physical contact with a live subject.

Step #4. Role Play

a. Describe a hypothetical situation and have pupils role play the correct and acceptable forms of physical contact by thinking aloud. Some suggested situations may be:

1) Pupil is with best friend on playground.
2) Pupil sees old friend he/she hasn't seen for a long time.
3) Pupil needs to get attention of a friend.
4) Pupil is playing tag in mixed company.

b. Provide feedback and ask pupils to provide feedback to each other.

c. Have pupils evaluate how they did on the role playing.

Step #5. Practice

a. In class discussion, ask pupils to recount the kind of physical contact which is Ok and not Ok.

b. On a subsequent date or dates, hold a social skills review session and have pupils recount and demonstrate appropriate physical contact.

c. Reinforce pupils in class for demonstrating appropriate physical contact.

Step #6. Generalization

a. Make observations on the playground and other areas of the school and reinforce pupils for knowing and following the rules for physical contact.

b. Ask school officials to remind pupils to follow rules for physical contact.

c. Send notes home to parents describing the skill that is being taught. Ask them to occasionally praise youngsters for demonstrating appropriate physical contact. The description sent to the parents should also identify behaviors that are regarded as inappropriate for public behavior. These include hugging, hanging on, leaning on people, unnecessary rough behavior, etc.

SOCIAL SKILLS LESSON--PRIMARY/INTERMEDIATE

Exhibiting Appropriate Hygenic Behavior

Objective: Pupils will exhibit hygenic behavior at school and in public places.

Performance Criteria: This skill will be performed adequately when the pupil:

1. covers mouth when coughing or sneezing.
2. refrains from spitting.
3. refrains from picking nose (uses handkerchief for nasal cleaning).
4. keeps fingers and hands out of mouth.
5. refrains from scratching or handling private parts.
6. refrains from picking at stores or injuries.

Materials: Chalkboard, box of facial tissues, Band-Aids.

Procedures:

Step #1. Establishing the Need

a. Read the following brief story.

Cathy the Cougher

Cathy had a cold, a very bad cold. She didn't feel bad enough to stay home from school, but she did have a cough and a runny nose. You would think people would feel sorry for Cathy, but they didn't. Instead, they all tried to stay away from her and nobody, not even the teacher, wanted to talk to her. Everyone had learned the last time Cathy had a cough that it meant trouble for everyone.

The problem was Cathy's coughing. Whenever she coughed, she never covered her mouth. She would walk right up to a person and cough right in their face. This soon meant that Bobby, Carl, Jane, Tom, and Andy caught Cathy's cold. Even the teacher caught her cold and the class had to have cranky old Mrs. Johnson as a substitute for three days.

b. Ask class what behavior Cathy needs to learn. Elicit that she needed to learn to cover her mouth and cough away from other people.

c. Read the second story.

Paul the Picker

Whenever someone mentioned Paul Smith's name, the kids at school would turn their faces and say "yuk". Actually, Paul was a pretty good fellow. He was nice to people, he didn't fight, and he did most of his schoolwork. The thing that seemed to cause him trouble was his bad habit of picking his nose. sometimes, he would pick his nose and eat it. That made some kids feel sick to see him do that. Sometimes he would just wipe what he got on the front of his shirt. That made the kids say "yuk" too.

d. Ask pupils what Paul would have to learn. Elicit that he needed to learn to use a handkerchief.

e. Discuss with the class the concept of hygenic public behavior. Point out that nonhygenic behavior can make others sick and people don't like others who are unclean in their behavior.

Step #2. Identify the Skill Components

a. Ask pupils to help build a list of Do's and Don'ts when in public. Elicit the following:

Do's

1) Cover mouth when coughing or sneezing
2) Use a handkerchief or tissue.

Don'ts

1) Spit.
2) Pick nose.
3) Put hands in mouth.
4) Pick at sores or scabs.
5) Scratch private areas.

b. Review the list before gong on. Make sure most class members can recite the Do's and Don'ts.

Step #3. Model the Skill

a. First, model the Do's on the list by covering mouth and using a tissue appropriately. Use the think aloud procedure to narrate what is being modeled.

b. Second, using the think aloud procedure, model refraining from some of the don'ts. This may include simply talking to self in a manner similar to the following:

"Oh, dear, I sure don't like all of this saliva in my mouth, and I feel like spitting. I better not spit because people don't like spitters. I guess I'll just swallow it or maybe I'll ask to go to the bathroom. No, that's too much trouble; I'll swallow it."

c. Ask pupils to discuss the modeled situation.

Step #4. Role Play

a. Give each pupil a facial tissue and ask that they demonstrate what to do when they have a runny nose and a cough.

b. Provide each pupil feedback and praise for correct performance.

c. Give each pupil a hypothetical situation to role play using the think aloud procedure for refraining from nonhygenic behavior. For example, "John, show us what you are supposed to do when your rear end itches."

d. Provide pupils with feedback on their thinking aloud and praise correct performance.

e. Have pupils evaluate their own performance.

Step #5. Practice

a. During the week following introduction of the skill, challenge students with imaginary problems. For example, "Bobby, let's pretend that you feel like picking your nose. Show us what you are supposed to do."

b. At various times, ask the class to demonstrate in unison what to do when they have a cough. Provide praise for correct performance.

c. Have skills modeled at a skill review session.

Step #6. Generalization

a. Give pupils 3 x 5 cards to take with them during classes where they are integrated with other children. Have them circle the appropriate face for how well they performed hygenic behaviors.

b. Ask regular class teachers to occasionally compliment pupils for their good hygenic behavior and provide feedback on problems.

c. Send note home to parents describing the skill and ask that pupils be prompted to exhibit the behavior at home.

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Lesson 40

SOCIAL SKILLS LESSON--INTERMEDIATE

Expressing Enthusiasm

Objective: Pupils will express enthusiasm for activities they prefer.

Performance Criteria: This skill will be performed adequately when the pupil:

1. identifies an activity he or she enjoys.
2. speaks positively about engaging in the activity.
3. engages in the activity as soon as the opportunity occurs.
4. emits positive statements during the time the activity is going on.
5. maintains level of participation during the activity.
6. provides a feedback to activity director (e.g., teacher, coach, recreation specialist, parent, etc.) of interest in the activity.

Materials: Chalkboard or poster board, 3 x 5 cards.

Procedures:

Step #1. Establishing the Need

a. Begin a discussion on the importance of demonstrating enthusiasm. Elicit that enthusiastic people are better liked, that they will be included in activities more, and teacher and activity directors will enjoy working with them more. If preferred, read the following story to the class as a discussion starter.

The Horton Street Gang

Little league baseball and girls' softball league were all over for the summer. Families all over town were going off on vacations, some youngsters were taking swimming lessons, and a few had a chance to go off to camp. Sometimes there was almost nothing to do on those warm summer days. With no school, no more baseball or softball leagues, and too far to go to a swimming pool without a ride, many of the youngsters on Horton Street felt pretty bored about the middle of summer.

One day in late July, Tim Williams, Mark Johnson, and John Parks decided to start a pick-up baseball game. The best place on the street to play was at Laura and Wendy's house. They had a big backyard that was just right for playing ball.

Wendy and Laura were happy to play and soon most of the kids on Horton Street were all playing backyard softball. Two of the players were April and Robby Twist. Robby was the better ball player in the Twist family, but April was the most enthusiastic. In fact, Robby hardly ever showed enthusiasm. During the backyard ball game, April cheered when somebody got a hit, congratulated her team mates, smiled and hustled when it was her time at bat, and laughed and talked with everyone there. In contrast, Robby hardly said anything, looked bored during the game, and never smiled. Robby liked playing the game, but he never let anyone know that he liked it.

Once the Horton Street gang started playing ball, the boring days of summer were all over. Nearly everyone was having a good time except Robby Twist. When the games started, the other children would invite April to play, but no one ever invited Robby. They all thought Robby didn't want to play because he never showed any enthusiasm.

b. Discuss the story and have the pupils relate enthusiasm in the story to the effects of enthusiasm in other aspects of life.

c. Elicit from the class a list of consequences for showing enthusiasm and a list of not showing enthusiasm.

Step #2. Identify the Skill Components

a. Write on the chalkboard or on poster paper the following list (elicit list if possible):

1) Say something good before you start (Discuss examples, e.g., "Oh, good, I like playing kickball.", "I'm going to try to score points today.", etc.).
2) Start right now.
3) Say good things to others. (Discuss making encouraging and positive statements about the activity to others, e.g., "We can do it.", "Good job _____," "Nice going _____," etc.)
4) Keep trying hard.
5) Tell people you like what you are doing. (Discuss who to tell, e.g., teachers, coaches, etc.)

b. Review the steps and make sure that each one has been discussed.

Step #3. Model the Skill

a. Create an activity to model in the classroom such as a board game.

b. Tell pupils that you will model being enthusiastic. Model the skill once and narrate all your action.

c. Model the skill a second time and have the students identify the skill steps they see.

d. The skill may be modeled incorrectly to have pupils identify errors. Be sure the skill is modeled correctly just before pupils role play themselves.

Step #4. Role Play

a. Using activities such as a board game or other classroom games, have students act enthusiastic for a prescribed period of time.

b. Have other pupils provide feedback.

c. Prompt pupils to correct performance, provide feedback, and praise correct performance.

d. Have pupils evaluate their own performance.

Step #5. Practice

a. During the week following instruction of the lesson, arrange to have some activities where demonstrating enthusiasm would be appropriate. These may be competitive games or cooperative activities where free expression is permitted. Review the components for expressing enthusiasm before starting the activity. As the activity progresses, provide feedback on how students demonstrate enthusiasm.

b. Challenge individual pupils to demonstrate enthusiasm. Call it the "enthusiasm spotlight" where individual pupils must be the enthusiasm leader for five minutes. Provide feedback and praise. Have students provide feedback.

c. Have the skill modeled at a skill review session.

d. On an intermittent basis, review the components of expressing enthusiasm and give pupils feedback during class activities.

Step #6. Generalization

a. Give pupils "enthusiasm assignments". In cooperation with regular classroom teachers serving the handicapped pupils, have the students take a 3 x 5 card to their regular class and have it checked by the regular class teacher. Continue this activity for a week.

ENTHUSIASM		
Monday	Wednesday	Friday
Tuesday	Thursday	

b. Ask regular class teachers to praise pupils occasionally when the students exhibit enthusiasm.

c. Ask pupils to self-report on activities occurring outside of school.

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SOCIAL SKILLS LESSON--INTERMEDIATE

Making Positive Statements About Self

Objective: Pupils will make positive statements about themselves without bragging.

Performance Criteria: This skill will be adequately performed when the pupil:

1. identifies something he or she can do with some degree of adequacy.
2. identifies some personal characteristic about themselves that they like.
3. makes a statement about something they can do (e.g., I can roller skate.").
4. makes a statement about a personality trait (e.g., "I am nice to people."; "I share my things.", etc.).
5. refrains from boastful statements (e.g., "I'm better than anyone.").
6. makes self-complimentary statements (e.g., I think I did that OK.").

Materials: Chalkboard, 3 x 5 cards.

Procedures:

Step #1. Establishing the Need

a. Read the following brief story to the class.

Jeff and Joe

Jeff and Joe were two boys who sat in the last row of Mrs. Grimes' fifth grade class. They may have sat near each other, but they were sure different. Jeff was the class bragger and Joe was just the opposite. Jeff often made statements like, "I am the smartest in this class" or "I can do it better than anyone". As you can imagine, not everyone liked Jeff because he really wasn't so smart or as good at everything as he said.

Even though Joe was the opposite of Jeff, the people in the class didn't like him any better. Joe would make statements like, "I never do anything right" or "I can't do anything good".

b. After reading the brief descriptions of Jeff and Joe, ask the class if they think it's possible for someone to be the best in everything or the worst in everything. Elicit that it is not likely.

c. Through discussion, try to arrive at the conclusion that it is important to say good things about themselves without bragging.

Step #2. Identify the Skill Components

a. Ask students to think of things they can do. Elicit things like ride a bike, skate, swim, add, subtract, fish, etc.

b. Tell pupils that by saying that they can do something is just the same as saying something good about themselves. Tell them you will list on the board things they can do to say good things about themselves:

1) Say aloud something you can do.
2) Say aloud something about you that is good.
3) When you do something, give yourself a compliment.

c. Discuss all of the skill components and provide examples.

Step #3. Model the Skill

a. Create hypothetical situations and model saying something you can do. For example, "I know how to swim, and on Saturday, I swam the length of the pool."

b. Model saying something you like about yourself. At the same time, you may want to put a list on the board to prompt pupils with when they role play. Example: "I share my things with others" or "I am quiet when others are talking."

c. Model self-complimenting. Use the think aloud procedure.

Step #4. Role Play

a. Create a hypothetical situation where each person must tell about something they can do. Write each child's contribution on the board. After all of the pupils say something they can do, point out how it is possible to list a number of good things about themselves.

b. Praise each student for saying something they can do.

c. Create a second hypothetical situation and have students say something good about a personal quality. Praise their efforts.

d. Give students an easy task (e.g., following a simple direction) and then have them compliment themselves on how they did.

Step #5. Practice

a. During the week following introduction of the lesson, challenge individual pupils to say something they can do, something about themselves, and to compliment themselves.

b. Praise pupils who make positive statements about themselves. For example: "See class, there is an example of saying something you can do. Bobby just said 'I can do these problems." Good job Bobby.

c. Review the skill components and have them modeled at a skill review session.

Step #6. Generalization

a. Give pupils 3 x 5 cards to carry for a week. Direct them to write the three skill components on the card and then put a mark next to each one whenever they use the skill.

b. Solicit assistance from regular class teachers to prompt pupils to make positive statements about themselves. They can prompt pupils with direction, e.g., "Tell me something you know now to do."

c. Send notes home to parents describing the skill being taught and ask that they reinforce their children for exhibiting the behavior. Also suggest that the parents model the behavior for their children.

SOCIAL SKILLS LESSON--INTERMEDIATE

Expressing Anger in Nonaggressive Ways

Objective: Pupils will express anger in nonaggressive terms and refrain from physical aggression.

Performance Criteria: This skill will be performed adequately when the pupil:

1. recognizes that he or she is angry.
2. thinks about why they are angry.
3. expresses how they feel.
4. says why they are angry.
5. refrains from yelling or name calling.
6. refrains from physical aggression.

Materials: Chalkboard.

Procedures:

Step #1. Establishing the Need

a. Read the following story to the class:

Thanks to some good luck, Tim won a free ticket to the roller skating rink. Unfortunately, he couldn't get there himself. He had to wait for his dad's day off. Since his dad worked on weekends, Tim had to wait a long time. Then the day finally came around. Tim had the ticket and his dad had a day off. They jumped in the car and off they went to the roller rink. When they got there, Tim wasn't able to use the free ticket because it had expired. At first, Tim was very angry, but he didn't say anything. He felt like yelling at the lady in the ticket booth, but instead he asked for his dad's help. Fortunately, Tim's dad was able to explain to the manager why they couldn't come at an earlier date. The manager was sympathetic and allowed Tim to use the expired ticket to get in.

On the very next day, Mark who had also won a free ticket, came to the roller rink to skate. His ticket was also expired. As soon as he heard that he couldn't use the ticket, he yelled at the lady, tore up the ticket, and threw the pieces at her. Hearing all the noise, the manager of the rink came out, told Mark to leave immediately, and told him he wouldn't even be welcome back as a paying customer.

b. Ask pupils what the story had to tell them about how to behave when they are angry. Elicit that one should not yell or be physically aggressive.

Step #2. Identify the Skill Components

a. Tell the class that you are going to show them some ways to handle getting angry. Through discussion, elicit a number of alternatives to aggressive action, and be sure to elicit simple verbal expression of anger as an alternative.

b. Write the following steps on the chalkboard.

1) Decide you are angry and count to 10.
2) Think about why you are angry.
3) Tell the person how you feel.
4) Say why you are angry.
5) Compliment yourself for not yelling, hitting, or pushing.

Step #3. Model the Skill

a. Select a pupil to participate in the modeling. Describe a situation where a person is likely to become angry and model the skill.

b. Use the think aloud procedure to narrate the skill steps.

c. The following are some examples of situations that can be modeled:

1) A student breaks something personal belonging to the teacher.
2) A pupil disrupts the class.
3) Someone has stolen the cake for a class party.

d. A typical modeling statement would be: "I am angry and feel cheated. I am angry because you didn't give me as much as the others."

Step #4. Role Play

a. Have pupils identify a situation that might make them angry. Some pupils will need help doing this.

b. Have pupils work in pairs to role play the situation selected. Then have the roles reversed.

c. Provide pupils with feedback and have them evaluate their own performance.

d. Examples of situations which might be role played:

   1) Pupil breaks something belonging to another student.
   2) A pupil is pushed by a classmate.
   3) Name calling and teasing situations.
   4) A pupil is left out of an activity.
   5) A pupil cannot perform a required task.

Step #5. Practice

a. Repeat instruction using a coaching approach instead of modeling.

b. During the week following introduction of the lesson, create challenge situations for individual pupils. Provide feedback and praise correct performance of the skill.

c. Have the skill modeled at a skill review session.

Step #6. Generalization

a. Take class to the school playground and reteach the skill. Use examples of things that might occur on the playground.

b. Ask other school officials to provide feedback to pupils in potential anger-provoking situations.

c. Send notes home to parents asking them to ask children what they should do when they are angry.

SOCIAL SKILLS LESSON--INTERMEDIATE/JUNIOR HIGH

Expressing Sympathy

Objective: Pupils will express sympathy to someone who is injured or has had a loss.

Performance Criteria: This skill will be adequately performed when the pupil:

1. decides that the person has been injured or has had a loss.
2. considers whether or not the person would appreciate an expression of sympathy.
3. decides that an expression of sympathy is appropriate.
4. considers how best to offer sympathy (e.g., say something nice, make a physical gesture, offer some help, attempt to get person thinking about something else or send a card).
5. choose the best time to express sympathy (e.g., waits until person appears visibly ready to speak to someone).
6. makes expression of sympathy.

Materials: Chalkboard.

Procedures:

Step #1. Establishing the Need

a. Show locally available film depicting a child who may have been injured or suffered a loss (e.g., pet dies, best friend moved away, etc.).

b. If no suitable films or other locally available materials can be found, read the following story:

Susie and Jennifer

Susie and Jennifer were the best of friends. They had been best friends from the time they started school. It was especially nice for both of them because there were no other girls their age in their neighborhood. They played together every day after school and sometimes stayed overnight at one another's house.

When they were in fourth grade, Jennifer's dad lost his job at the factory. There were no other jobs, so Jennifer's dad went to Texas and found a new job. Of course, that meant that Jennifer moved with her family to a new city in Texas.

Susie was lost without Jennifer; she didn't know what to do and she was very sad.

c. Discuss Susie's loss and how it made her feel. Ask pupils to state what they might do or say to Susie knowing how she felt. Accept all responses.

d. Ask students if they have had times when they appreciate sympathy. Elicit that it is nice to be comforted when hurt or disappointed.

Step #2. Identify the Skill Components

a. Tell the class that it is an important friendship skill to know how to express sympathy and to be good at it, they need to practice the skill. Write the following steps on the chalkboard and discuss them as they are introduced:

1) decide if a person is hurt or has had a loss.
2) ask yourself if the person would want sympathy.
3) think about how to give sympathy (discuss a number of examples and write them on the chalkboard).
4) wait until you think the person is ready for you to express sympathy.
5) express your sympathy.

b. Review the steps and examples before going to next step. Unison reading of the steps would be appropriate for Intermediate level children.

Step #3. Model the Skill

a. Create a hypothetical situation which might be appropriate for pupils in the class and model the skill using the think aloud procedure to narrate each of the steps. Use a class member as the person who requires sympathy.

b. Some situations which might be modeled:

   1) playmate injures self on the playground.
   2) fellow pupil's dog is killed by a car.
   3) a neighbor child's grandmother dies.
   4) a friendly teacher has a sick child staying in the hospital.
   5) a classmate has his or her bicycle stolen.

c. Discuss the modeled situation with the class and explore alternatives to what they observed.

Step #4. Role Play the Skill

a. Have pupils work in pairs and select situations where expressing sympathy would be appropriate. Encourage pupils to use examples different from the preceding role play situations. Suggest situations when necessary.

b. Be sure that each pupil role plays both the giver and the receiver of sympathy. Prompt the pupils to think aloud while demonstrating the steps.

c. Provide each pupil with feedback and ask them to evaluate their performance.

Step #5. Practice

a. During the week subsequent to introduction of the lesson, set up challenge situations where individual pupils are put in situations where expressing sympathy is appropriate. Coach pupils who fail to respond to the situation and reinforce all correct skill performance.

b. Hold a skill review session and have one or two pupils model the skill. Provide feedback and review the skill steps.

Step #6. Generalization

a. Send notes home to parents requesting that they remind their children to express sympathy.

b. For two weeks provide pupils with 3 x 5 cards to take with them during noninstructional periods. Have them mark down on the card times when they express sympathy. Reinforce pupils for reporting on themselves.

SOCIAL SKILLS LESSON--INTERMEDIATE

Asking Peers for Help

Objective: Students will be able to ask peers for help.

Performance Criteria: This skill will be performed adequately when the pupil:

1. tries to accomplish task by self.
2. decides that help is needed.
3. considers the most appropriate source for help (peer, teacher, parent, other).
4. rules out going to an adult for help.
5. checks to see if peer is busy.
6. goes to peer.
7. tells peer that he/she is having trouble or needs assistance.
8. politely asks peer for help.
9. says "thank you" after help is provided.

Materials: Skill monitoring cards, chalkboard, feedback cards.

Procedures:

Step #1. Establishing the Need

a. Read the following brief story to the children:

Jim's Problem

Mr. Reese's fifth grade class was in the middle of their math lesson when Jim, a member of the class, started banging on his desk and yelling, "I can't do it, I can't do it." Of course, that made everyone take notice. Then all of the kids in class started talking and one boy started to tease Jim.

Well, as you can imagine, Mr. Reese was becoming angry with all of the noise and Jim was not only frustrated, he was angry for being teased.

Jim pounded his desk one more time, yelled at Bobby for teasing him, and slammed his math book shut.

Mr. Reese had almost no choice but to punish Jim for making all that noise. Jim was told he would have to stay after school for 30 minutes. Since Mr. Reese was angry with the class, everyone had to stay in for recess that day.

b. Ask pupils what Jim might have done instead of pounding his desk and yelling, "I can't do it." Elicit that he could ask someone for help. Further, elicit that he could have asked a peer for help.

c. Ask pupils to identify examples of when they might need to ask someone for help. Elicit examples for times in special and regular classes.

Step #2. Identify the Skill Components

a. Tell pupils that there are some good ways to ask for help and that you will put them on the board. List and discuss the following steps:

1) Try to solve the problem yourself. (Discuss the fact that people don't like to help unless the pupil tries first.).
2) Decide if you need help and who can help.
3) Check to see if the person is busy.
4) Go to the person, and tell the person you are having trouble.
5) Ask for help politely.
6) Say thank you when the help is given.

b. As the skill steps are introduced, it may be helpful to chain them through an oral read-along procedure. This means read step 1 and 2, then 1, 2, and 3, then 1, 2, 3, and 4, etc.

Step #3. Model the Skill

a. Create a classroom type of example and model the skill of asking a peer for help. Use the think aloud procedure to narrate each of the skill components.

b. Have pupils recall the skill components they observed. Then model the skill without narrating the steps. Again, ask pupils to identify the skill components they observed.

Step #4. Role Play

a. Have each pupil role play a situation of his or her own choosing where they would need to ask for some help. Encourage pupils to use both in-class and out-of-class examples.

b. Provide feedback to the pupils and ask other pupils to provide feedback. To elicit feedback from some pupils, it may be helpful to develop feedback cards where the child holding that card is responsible for providing feedback.

Step #5. Practice

a. This is a skill which can be practiced during the course of the week following introduction of the lesson. Remind students that they may need to ask someone for help and review the steps with the children each day.

b. Set up challenge situations where pupils are given tasks where the help from another individual would be necessary. This might be a simple task such as moving a desk or carrying books to another classroom. Be sure to praise pupils for following correct procedures. Some pupils will need prompting with statements such as, "you might want to find a helper."

c. At a review session, have the skill modeled by one or two pupils.

Step #6. Generalization

a. Inform other staff members that the class is working on how to ask for help. Request that they prompt this behavior when needed.

b. Send notes home to parents describing the social skill of asking for help. Request parents to ask their children how the skill is performed.

c. Ask children to report on their use of the skill outside the classroom. Some pupils may benefit from use of skill monitoring cards.

SOCIAL SKILLS LESSON--INTERMEDIATE

Making Invitations

Objective: Pupils will make invitations to peers to play or join an activity.

Performance Criteria: This skill will be adequately performed when the pupil:

1. selects an activity where companionship is desired.
2. decides that he or she wishes to make an invitation.
3. decides on the right time to approach the peer.
4. decides on how to ask the peer to join the activity.
5. makes the invitation.
6. waits for a response (including when it is necessary to obtain permission).
7. refrains from negative interactions if the peer refuses the invitation (i.e., refrains from crying, whining, pleading, or expressing anger).

Materials: Chalkboard, poster paper.

Procedures:

Step #1. Establishing the Need

a. Read the following story in the class:

"Bossy Joan"

Except for Tuesday when she went to girl scouts, Joan liked to have someone to play with after school. Until she got in the fourth grade, that was no problem because she always played with Teresa, the girl who lived across the street.

During fourth grade, Teresa's family moved to Virginia so Joan had no one to play with. Her mom suggested that she invite a friend from school to come and play. This sounded like a good idea, but Joan was afraid nobody would want to come. Because she was afraid to invite a friend over, she didn't ask anyone. The result of not asking made Joan a very unhappy girl because she never had anyone to play with.

Without anyone to play with, she got so all she would do after school was watch TV and whine to her mother. After a couple of weeks, Joan's mom had a good idea. She began teaching Joan how to invite a friend over. First, she showed Joan how to do it. Second, she pretended to be Joan's friend while Joan practiced making invitations.

After Joan had practiced a few times, she was ready to ask a friend over. Following what her mom had taught her, she went to Nola and invited her to come over after school. Nola couldn't come so Joan asked Jody over. That afternoon, Joan and Jody had a good time. From that time on, Joan never had any trouble making invitations.

b. Ask pupils if they have ever been afraid to invite someone to play or come to their house.

Step #2. Identify the Skill Components

a. Tell the class that you are going to teach them how to make invitations the same way that Joan's mother taught her.

b. List the following steps on the chalkboard and discuss each step:

1) Choose what you want to do. (Discuss playing a game, playing with dolls, or playing war, etc.).
2) Decide if you want someone to play with or come with you.
3) Decide who you want to invite.
4) Choose a time to invite the person.
5) Make the invitation.
6) If the person cannot play or come, ask someone else.

Step #3. Model the Skill

a. Ask pupils to suggest a number of occasions when they might wish to make an invitation. These may include inviting a friend to play on the playground, attend a party, stay overnight, go to a store, play after school, etc.

b. Using the think aloud procedure, model the skill.

c. Ask pupils to recall the steps they observed.

Step #4. Role Play

a. Have pupils pair up for role playing. Have each pupil select a situation in which he or she is likely to want to make an invitation.

b. Have pupils role play before the class. They should demonstrate the decision steps through the think aloud procedure.

c. Provide feedback on pupil performance.

d. Ask pupils to give feedback to each other.

Step #5. Practice

a. Set up skill challenge situations where individual pupils are directed to invite a classmate to participate in an activity. Provide feedback to the challenged pupil and reward successful performance.

b. At a skill review session, have one or two pairs of pupils model the skill for the class.

c. Post the skill steps and have pupils orally read in unison with the teacher the skill steps. Repeat daily for a week.

Step #6. Generalization

a. Give pupils a homework assignment to make an invitation to someone outside of school.

b. Securing the cooperation of a regular class teacher, hold a party in class and have pupils invite a nonhandicapped peer to the class party.

c. Send notes home to parents describing the skill. Ask that they prompt their children to show how they make invitations.

SOCIAL SKILLS LESSON--INTERMEDIATE

Listening When a Peer Speaks

Objective: The pupils will listen when peers speak in class and in play situations.

Performance Criteria: This skill will be adequately performed when the pupil:

1. establishes eye contact initially.
2. looks at the speaker.
3. occasionally regains eye contact.
4. provides gestural or verbal feedback to speaker.
5. comments on what speaker has said when appropriate.

Materials: Poster board or chalkboard.

Procedures:

Step #1. Establishing the Need

a. Read the following story or begin a discussion on why it is important to listen.

Please Listen, Larry

Larry was one of the worst day dreamers you could ever meet. When someone was talking about going out for pizza, Larry was thinking about baseball. When his friends told Larry to do something, he always did it wrong because he never seemed to listen. His parents, teacher, and friends were always saying, "Please listen, Larry." Sometimes he did and sometimes he didn't.

One day Larry and his friend, Jim, were walking down the street near some stores. Jim saw that a man was on a ladder painting one of the store signs. Jim started talking about the man on the ladder and warned that they shouldn't get too close. Well, Larry never listened to what Jim had to say. Because he did not listen to Jim's warning, he bumped into the ladder and the man spilled a whole can of red paint all over Larry.

You might think that Larry would have learned to listen after the paint accident, but he hasn't. People are still saying, "Please listen, Larry."

b. Ask students why it is important to listen. Elicit that it is necessary to learn what others are saying and it is impolite not to listen.

c. Ask the pupils to think of a way they might teach Larry to listen. Elicit that Larry should look at the person and be able to repeat what was said.

d. Have pupils identify some consequences for both listening and not listening.

Step #2. Identify the Skill Components

a. Elicit from the class or provide the following sequence of skill components. (Write on poster board or chalkboard.)

1) Look the other person in the eye.
2) Keep looking at the person talking.
3) Look the person in the eye some more.
4) Nod your head or say something to let them know you understand.

b. Ask individual pupils to restate as many of the rules as possible.

c. Have the class read the rules in unison at least two times.

Step #3. Model the Skill

a. Ask one of the better speakers in class tell about something they had seen on TV or an experience they recently had. Model the skill.

b. Ask pupils questions after the modeling to see if they could tell if you followed all the skill steps.

c. With a second pupil, repeat a and b.

Step #4. Role Play

a. Review the listening steps through unison reading one time.

b. With you or another pupil, have each of the pupils role play listening to a peer. Give feedback responsibilities to individual students.

c. Have the students provide feedback on each performance.

d. Prompt pupils to correct performance, provide feedback, and give praise.

Step #5. Practice

a. Challenge individual pupils to perform the skill.

b. Give feedback and praise when the skill is observed occurring spontaneously.

c. Have the skill modeled by a pupil during a skill review session.

d. Review the listening skill components each day of the week the lesson is introduced.

Step #6. Generalization

a. Give pupils playground assignments. Hand out feedback cards that can be given to peers in the class they notice being good listeners. These might be smiley faces or a card with an ear pictured.

b. Share the skill component list with the playground and lunchroom monitors. Ask that they occasionally provide handicapped pupils with feedback on their listening behavior.

c. Ask pupils to self-report on how they performed the listening skills.

d. Make out dittoed notes to parents describing the listening skill components. Request that they occasionally praise their children for following the listening skill steps.

SOCIAL SKILLS LESSON--INTERMEDIATE

Participating in a Group Activity

Objective: Pupils will help carry out a group activity.

Performance Criteria: This skill will be performed adequately when the pupil:

1. identifies the purpose or intent of the group activity.
2. chooses a role to play in the activity (i.e., leader, follower, helper).
3. volunteers or accepts a component of the group's activity as a personal responsibility.
4. carries out responsibility.
5. assists others when there is a need.
6. refrains from arguing about specific tasks.
7. remains present and engaged in activity until the group is complete.

Materials: Chalkboard, poster paper.

Procedures:

Step #1. Establishing the Need

a. Read the following story to the class:

Tiffany and Tanya are twins. They both look alike and everyone in school thought they were very cute when they moved in during the middle of the school year. They were placed in Miss Waddel's fourth grade class where they both fit in pretty well. Most of the time, the other children had a hard time telling the two apart.

Mrs. Waddel assigned a project to build a model of their town for social studies class. This had everyone excited because it sounded like a fun activity. It was during this activity that everyone learned to tell the difference between Tiffany and Tanya. When the activity began, everyone chose from a list what part of the model town they would work on. Tommy would make the streets, Jane was going to make a model library, Billy wanted to make the airport, and so on. Tanya had no trouble choosing what to do and getting started on making a model post office. Tiffany, on the other hand, didn't choose anything. By the time everyone had chosen what they would do, the only things left to build were models for houses and gas stations. Tiffany didn't want to do any of those. She started an argument with Jane because she wanted to build the library. Mrs. Waddel stopped the argument and assigned Tiffany the job of making a model house. Everything went well except that Tiffany wouldn't share materials, help anyone else, or pay attention to her part of the job.

In contrast, Tanya worked pleasantly with others, shared materials, helped others, and worked until the whole class was done. It didn't take long before everyone was saying that the difference between Tiffany and Tanya was that Tanya was nice and Tiffany caused too much trouble.

b. Ask students what good things Tanya did in the group activity. Ask what they would think of classmates who behaved like Tiffany. Elicit that they wouldn't like to work or play with a person like that.

c. Ask pupils what the consequences for being a good or bad participants might be. Accept any reasonable answers.

Step #2. Identify the Skill Components

a. Tell pupils that you have some suggestions for them when they participate in a group activity. List the following on the chalkboard or poster paper.

1) Decide what the group needs to get done.
2) Decide what you will do to help the group.
3) Do you part of the job.
4) Help others and don't argue.
5) Keep working until the group's job is done.

b. Discuss each of the skill components and have the class read them in unison.

c. Leave the skill components posted for a week.

Step #3. Model the Skill

a. Create a hypothetical group activity which can be modeled by yourself and two pupils. For example, model setting up for showing a film where each person performs part of the task until the activity is complete.

b. Narrate each of the skill components through use of the think aloud procedure.

c. Discuss the modeled situation and ask the class to evaluate the performance of the participating pupils.

Step #5. Practice

a. During the week following introduction of the skill, assign at least one group activity daily. (These may be small or whole class activities.) Prior to beginning the activities, have the class read the skill components in unison. Give feedback on skill performance.

b. Periodically review the skill throughout the year. Have small groups model the skill.

Step #6. Generalization

a. Have another teacher take portions of the special education class and reteach the lesson with a mixture of handicapped and nonhandicapped pupils present.

b. Inform regular class teachers serving handicapped pupils of your efforts to teach good participation. Ask other teachers to give pupils feedback and praise.

SOCIAL SKILLS LESSON--INTERMEDIATE

Helping Peers When Asked

Objective: When asked, pupils will help their peers.

Performance Criteria: This skill will be adequately performed when the pupil:

1. attends to a peer's request for help.
2. acknowledges the request.
3. decides that giving help is warranted (i.e., not constrained by own burdensome task, by previous commitment, by requester's past failure to do own work).
4. responds to the request for help.
5. provides the help.
6. refrains from asking for a reward for helping.

Materials: Chalkboard or poster paper.

Procedures:

Step #1. Establishing the Need

a. Use stories or films to introduce the topic of giving assistance to a peer.

b. If no stories or films are available, read the following vignette to the class:

Nancy and Jody

One day Mrs. Brees, the art teacher, assigned big art projects to her class. Everyone had an assignment to paint a large picture about spring on huge pieces of poster paper. In order to paint the picture, the paper had to be laid on the floor. There wasn't enough room on the floor for everyone to work at one time, so the best thing for class members to do was to help each other to both paint the picture and hang it in the school hallway.

This worked very well for Jody. A friend of hers asked her to help paint and hang the picture. When asked, Jody joined right in and helped in the painting, hanging, and clean up. Her friend helped Jody. Since Jody and her friend had some practice on the first picture, Jody's picture turned out to be the best in the class.

Nancy was the best artist in Mrs. Brees' class, but she wasn't the best helper. Several classmates asked Nancy to help, but she wouldn't because she knew she could paint the best picture all by herself. She just did nothing while several class members worked on their pictures. When there was finally space on the floor, Nancy started on her picture. When she realized that time was short, she began asking others to help, but nobody would. Nancy's picture never got done and instead of being displayed in the school hall, Mrs. Brees just had to throw Nancy's half-finished picture into the trash.

c. Ask pupils why it is important to help friends. Elicit that we all need help occasionally and help has to be given to be received.

d. Ask pupils to identify times when help probably should not be given. Elicit responses such as during tests, when the person is trying to get out of work, or when the child is directed to stay on his or her own task.

Step #2. Identify the Skill Components

a. Tell pupils that they can do some things to be a good helper. List the following on the chalkboard or poster paper:

   1) Listen when someone asks for help.
   2) Decide whether or not to give help.
   3) Tell the person you will help.
   4) Help the person.
   5) Don't ask for a favor in return unless you need it.

b. Have pupils read the list aloud. Repeat at least two times.

Step #3. Model the Skill

a. Create a simulated situation where the skill of helping a peer can be modeled. Model the skill and narrate the skill components using the think aloud procedure.

b. Create a second simulated situation and repeat the skill without the narrative. Ask pupils to identify the skill components observed. Examples of helping situations:

   1) Helping peer find something lost.

2) Helping complete a classroom chore, e.g., erasing chalkboard.
3) Helping get things out of a locker.

Step #4. Role Play

a. Have pupils pair up for role playing. Each pair should model a helping situation of their own choosing and then switch roles. Pupils should carry out the think aloud procedures while role playing.

b. Provide feedback to pupils on their role playing.

c. Ask pupils to evaluate their own performance.

Step #5. Practice

a. During the week of the lesson, contrive some helping situations. For example, have a pupil ask another pupil for help with a school work task. Reinforce students for their good helping behavior.

b. Have one or two pairs of pupils model the skill during a skill review session.

Step #6. Generalization

a. Have pupils report on how they may have helped a peer at sometime outside the classroom. Praise pupils for helping.

b. Inform regular class teachers that the handicapped pupils they serve have been instructed in helping behavior. Ask that they occasionally reinforce the behavior.

c. Verbally give pupils assignments to help someone on the playground or during lunch. These experiences can be contrived by arranging with some nonhandicapped pupils to ask the handicapped to help on some activity.

SOCIAL SKILLS LESSON--INTERMEDIATE

Accepting Ideas Which Are Different From Own

Objective: Pupils will listen to the ideas of peers and make appropriate accommodations.

Performance Criteria: This skill will be performed adequately when the pupil:

1. listens to ideas posed by a peer.
2. considers idea by weighing advantages and disadvantages.
3. decides if idea is worthy.
4. accommodates a worthy idea in peer-associated activity.

Materials: Chalkboard, telephone groups.

Procedures:

Step #1. Establishing the Need

a. Tell pupils that you will be reading them a story. Read the following:

One day Bill, Carl, and Jim got together after school at Bill's house. They were trying to decide what to do that afternoon.

Jim said, "I want to play soccer." "It's too cold," said Carl. "Besides we don't have enough people," Bill said. "I think Carl is right, it is too cold. Why don't we play Nintendo at my house?" "No," Jimsaid loudly, "I want to play soccer." "We don't want to play soccer," said Carl, "It's too cold." "I don't care," said Jim. "If you won't play soccer, I am going home." "I guess you can go home then," said Bill.

b. Ask pupils how they think Jim will be treated the next time the boys get together. Elicit from pupils that he won't even get invited, the other boys won't like him, and he will lose his friends.

Step #2. Identify the Skill Components

a. Tell pupils that it is important to consider someone else's ideas when they wish to keep friends. Ask them what a person should do to consider someone else's ideas.

b. Elicit steps for considering ideas of others and list on the chalkboard.

1) Listen to the other person's idea.
2) Think about what is good and bad about the idea.
3) Decide if you think the idea is good.
4) Change what you do to use the idea.

Step #3. Model the Skill

a. Solicit the help of one of the pupils and ask him/her to state a prepared line when given a hand signal.

b. Set the stage by saying that you and pupil X are friends. It is Saturday morning and you are talking on the phone trying to decide what to do. The following script may be followed or an extemporaneously devised situation may be played out.

Teacher playing role: "Hello, _____. This is _____. Are you watching cartoons this morning?"

Pupil: "Yes."

Teacher playing role: "I am too. I don't get to watch TV in the afternoon because my dad has to watch his old basketball. How would you like to play in the park?"

Pupil: (Give hand signal.) "No, it's too wet, how about we go roller skating?"

Teacher playing role: "That's not a bad idea. If we went to the park, we'd probably get all wet and muddy. At least the sidewalks are dry. I'll skate over to your house right after lunch. Bye."

Pupil: "Bye."

c. Hold discussion and review on how each of the steps on the chalkboard were followed.

Step #4. Role Play

a. Ask pupils to provide a list of different activities that they like. Write their suggestions on the board. Tell students they can use activities listed on the board when they role play.

b. Prior to role playing, have pupils repeat the skill procedures listed on the board.

c. Have pupils role play a situation where one pupil suggests a joint activity and the second pupil suggests an alternative activity. The first student is to consider the alternative and verbalize the advantages and disadvantages of the other person's suggestion.

d. Provide feedback and have pupils evaluate their own performance.

Step #5. Practice

a. At a later date, repeat role playing activity. Conduct role playing sessions in different environments.

b. Assign homework. Direct students to practice skill at home with the help of their parents or a sibling.

Step #6. Generalization

a. Have pupils report on themselves on how they use skill.

b. Reinforce pupils when they can state how they used the skill in situations outside the classroom.

c. Have students role play the skill with each other over the telephone. Send notes home with parents describing the assignment.

SOCIAL SKILLS LESSON--INTERMEDIATE

Meeting Adults

Objective: Pupils will display proper manners when introduced to adults.

Performance Criteria: This skill will be performed adequately when the pupil:

1. stands within two to four paces of the adult to whom she or he is being introduced.
2. makes eye contact with the adult.
3. initiates a greeting statement such as "How do you do, Mr. ____?" or responds to adult-initiated greeting.
4. responds to adult-initiated greeting with an acknowledgement statement such as "I'm fine", "Pleased to meet you, Mrs. ____", etc.
5. takes adult's hand for handshake if offered.
6. holds adult's hand firmly during a handshake.
7. when shaking a lady's hand refrains from excessive squeezing.
8. smiles during the introduction.

Materials: Chalkboard or poster paper.

Procedures:

Step #1. Establishing the Need

a. Ask pupils if they have ever been introduced to an adult and they weren't sure what to do or say. Elicit that they were not sure.

b. Read the following story about some youngsters who had different experiences greeting some adults.

Raul and Jaime were both very good workers so they decided to team up to earn some extra money. They thought they could go from house to house and find jobs raking lawns. They decided to start on their own street first. Raul started down the left side of the street and Jaime started down the right. Neither boy had any trouble talking to the adults who came to the door because they knew all their neighbors. Both boys had similar experiences as they went around to the houses.

While at Mr. Johnston's house, Raul was introduced to another man who Mr. Johnston said might want his lawn raked. As they were introduced, Raul stood way back, failed to look at the man, and didn't speak very loud to the man. After meeting Raul, the man said that he didn't think that he would need any help to get his lawn raked.

While Raul was unsuccessful in finding jobs, Jaime was very successful. Jaime stopped by Mr. Flores' house where he was introduced to Mr. Ary. When introduced, Jaime stepped right up, looked Mr. Ary right in the eye, and said "How do you do, Sir?" Mr. Ary answered "I'm fine," and offered to shake Jaime's hand. Jaime took Mr. Ary's hand firmly and shook hands.

Mr. Ary liked Jaime's firm handshake and smile. He offered Jaime two jobs, one to rake his lawn and the other to clean his garage. By the time the day was over, Jaime had earned $12 and Raul had earned none.

c. Ask pupils to identify what Jaime had done right when meeting an adult and what Raul had done wrong.

d. Ask pupils what good things might happen to them if they learned to meet adults successfully. Elicit that they will be treated better, may get jobs, and will be better liked.

Step #2. Identify the Skill Components

a. Suggest that you have some helpful hints on how to meet adults. List the following on the chalkboard or poster board.

   1) Look the person in the eye and smile.
   2) Say "How do you do?" or answer "I am fine. Thank you."
   3) If offered, shake hands firmly.
   4) Squeeze the hand but not too hard.

b. Rehearse the steps through unison reading of the steps.

c. Discuss alternatives to saying "How do you do?" and answering similar greetings with "I am fine."

Step #3. Model the Skill

a. Prior to modeling the entire skill, teach pupils to shake hands firmly. Have each pupil shake your hand and then prompt them to correct performance of this skill step.

b. Model the whole skill using the think aloud procedure to narrate the skill components.

Step #4. Role Play

a. Have pupils role play greeting you including a handshake.

b. Assign feedback responsibilities each time the skill is role played.

c. Provide pupils with feedback and have them evaluate their own performance.

Step #5. Practice

a. On a day subsequent to the initial lesson, have pupils practice the skill with another staff member (preferably the opposite sex from the teacher). Have the staff person give feedback and praise.

b. Challenge students one by one during the course of the week when the skill is emphasized. The teacher might use a fictitious name to practice the skill in good humor. Provide feedback and praise.

c. Review the skill components and have the skill modeled at a skill review session.

Step #6. Generalization

a. Ask the assistance of a person in the community (e.g., clergyman) or a parent to help practice the skill outside the classroom. (This may be some other part of the school building.)

b. When using the skill outside the classroom, have it practiced in different sized groups.

c. Send notes home to parents asking that they encourage their children to practice greeting adults. Include the four skill components in the notes.

JUNIOR HIGH/MIDDLE SCHOOL

Many of the lessons designated for junior high/middle school may be taught to both younger and older students.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Completing Homework on Time

Objective: Students will complete and turn in homework assignments at the required time.

Performance Criteria: This skill will be performed adequately when the pupil:

1. gets homework assignment from the teacher: board, teacher handout, or verbally.
2. writes homework assignment down.
3. locates materials (books, papers, etc.) to accomplish assignment.
4. takes necessary materials home.
5. finds a quiet place to work.
6. asks parents for help, as needed.
7. works steadily until complete.
8. put completed work in a location where it will be remembered to bring to school.
9. brings homework to school.
10. brings homework to class.
11. turns in homework.

Materials: Homework checklist, poster board or large sheet of paper, marking pen.

Procedures:

Step #1. Establishing the Need

a. Begin discussion on topic of how people get good at what they do. During discussion, elicit from students the fact that good athletes, musicians, dancers, and students have to practice to get good at what they do. Ask how students get good at their school work. Elicit the fact that homework constitutes practice for school-taught skills.

b. Ask students to state the good consequences for completing homework on time:

1) Student gets better in the subject.
2) Teacher will be pleased.
3) Parents will be pleased.
4) Student doesn't have to worry about an unfinished assignment.

c. Ask students to state the consequences for not completing homework on time.

1) Not learning the subject.
2) Teacher and parents will become unhappy.
3) Pupil has to worry about doing the assignment.
4) Student may receive a bad grade.

Step #2. Identify the Skill Components

a. Ask students to state what steps should be followed to accomplish homework on time. Make sure that all of the steps in the task analysis are elicited. Write the list on a large sheet of paper or poster board and post it in the classroom.

b. Provide the students with a previously prepared checklist for completing homework. Tell them to study the checklist because they will be tested on it later.

Step #3. Model the Skill

a. Write a homework assignment on the board and then proceed to model each of the steps. Designate a section of the classroom as a simulated home setting. Narrate the steps as you model all of the skills.

b. Model the behavior twice but the second time do it without narration and tell the students to follow the checklist to catch any of the missed steps. Leave out a step and have the students catch you on it.

Step #4. Role Play

a. Have students work with a partner. Using the assignment written on the board, have one partner simulate following the procedures while the second uses the checklist to monitor and provide feedback to his or her partner.

b. Partners are to change roles and repeat the simulation.

c. During role playing, the teacher should circulate among the pairs and provide feedback.

Step #5. Practice

a. Give pupils a homework assignment to review the homework completion checklist and write it out in long-hand to turn in the next day. Instruct them that they will be tested on the checklist on the next day.

b. Give pupils a fill-in-the-blank or multiple choice quiz on the homework completion checklist (Quiz in appendix).

Step #6. Generalization

a. Find out from regular class teachers when handicapped students will receive a homework assignment.

b. Hand out copies of the checklist to students and direct students to use the checklists to accomplish the assignment by following and filling out the checklist.

c. Have students turn in checklist with the completed homework assignments. Have the regular class teacher praise students for using the checklist.

d. Collect the checklists from the regular class teachers and reward students for turning in checklists.

e. From time to time, repeat this assignment with the regular class teachers.

f. Send copies of homework checklist to parents and ask them to remind their children to follow the checklist steps to complete homework.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Responding to School Authorities

Objective: The pupils will respond appropriately to school authorities by:

Performance Criteria: This skill will be performed adequately when the student:

1. stops the activity he or she is engaged in when school authorities attempt to gain their attention.
2. acknowledges presence with 'Yes, sir', or "Yes, Mr. ______".
3. makes eye contact when being spoken to.
4. responds to questions with pleasant and nonhostile demeanor.
5. responds to directions or request of school authority immediately and completely.
6. poses a serious demeanor when carrying out directions.

Materials: Chalk and chalkboard, a teacher-made response checklist.

Procedures:

Step #1. Establishing the Need

a. Begin class discussion with questions, such as "Who in the school are we supposed to pay attention to when they tell us to do something?" Elicit a list of individuals, including principal, assistant principal, other teachers, custodians, and teacher aides.

b. Ask "What are some of the good things that can happen if you are polite and follow directions?" Elicit avoidance of punishment, less severe punishment, authority will like them, the people who do what they are told are sometimes rewarded.

Step #2. Identify the Skill Components

a. Through discussion, elicit the appropriate procedures for responding to school authorities. List steps on appropriate responses on the chalkboard.

1) Stop what you are doing.
2) Let the person know you are listening.
3) Answer questions politely.
4) Follow directions or give an explanation.
5) Look serious.

Step #3. Model the Skill

a. Appoint pupil to play the role of the principal and you play the role of the student. Pupil is given script card with: "Young man (woman), what are you doing there?"

b. Teacher models appropriate responses with something like: "Oh, hello Mr. _____, I'm trying to get into my locker. It's stuck."

Principal script card #2: "Well, you're going to damage it doing it that way. I want you to stop. Go down to the office and tell Mrs. _____ that a repair request on your locker should be made out."

Response: "Yes, Sir, I'll do it right now," or "Yes, Sir, I'll do it right after my next class," or just start off following the directions.

c. Repeat the sequence with the teacher narrating his/her behaviors, including stopping, making eye contact, greeting official, following directions.

Step #4. Role Play

a. Have students role play responding to authority.

b. Have students provide verbal feedback on the correctness of the role playing to each other.

c. Have students complete a response checklist on role playing they observe. (This is an imposed rehearsal strategy.)

Coach for different circumstances:

a. Role play responding to authority but change the context of the behavior and the school official to whom they are responding. New authorities may be a different teacher, a custodian, or a counselor. New situations may be getting caught for running in the hallway, leaving the school without permission, getting caught throwing paper in the lunchroom, or talking during study hall.

b. Coaching responses (telling them what to do) will differ according to the circumstance.

Step #5. Practice

a. Make a self-reporting homework assignment. The students are to report back over the next few days how they responded to an authority. Praise each pupil for being able to recite the components of an appropriate response.

Step #6. Generalization

a. On an intermittent basis, provide rewards to pupils who can recite appropriate response components.

b. Provide principal and assistant principal with explicit description of the behavior that you are teaching. Ask them to challenge the students on occasion and cue them as to what the responding behaviors should be. Praise students in class when good reports are provided by school authorities.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Accepting Praise

Objective: Students will accept praise graciously without bragging, expressing embarrassment, and depreciating the praise.

Performance Criteria: This skill will be performed adequately when the student:

1. listens to the person giving praise.
2. acknowledges praise with smile, "thank you", or modest statement.
3. refrains from bragging when praised for doing something well.
4. refrains from demonstrating obvious embarrassment.
5. refrains from depreciating the praise (i.e., denies good work, asserts that he or she is no good or dumb).

Materials: Poster board, chalkboard, homework form.

Procedures:

Step #1. Establishing the Need

a. Read the following vignette to the class. Identify it as a true story.

Walter's Problem with Praise

Walter was a student in a special class. He was there because he was not able to read very well. However, Walter could do a lot of things better than most people. He was very good at doing math in his head, he was very strong, and he was quite good at fixing cars.

Unfortunately, Walter had a problem in handling praise. Sometimes after being praised or complimented, he would begin to brag about how good he was and how much better he was than others in the class. On other occasions, when he was praised, he would tell the person that they were wrong and that he was too dumb to do anything right.

While working on a math lesson one day, Mr. Center, the teacher, praised Walter for how quickly he was able to finish the problems. Here is what Walter said: "That's right! I'm the best! She (pointing to Ann) is the dumbest!"

Of course, that started Ann and Walter in a name-calling contest, so Mr. Center had to punish both of them.

On another day, Mr. Berry, the auto shop teacher, praised Walter for some auto body work he had just done. Instead of accepting the praise, Walter said the following: "It ain't any good. It looks like junk. I can't do anything right."

Mr. Berry just walked away and from that time on, Walter never got any help in shop class.

b. Discuss the effect of bragging and making overly strong self-depreciating comments. Elicit that bragging leads to social rejection and that depreciation of praise discourages further praise.

Step #2. Identify the Skill Components

a. Ask students to suggest appropriate responses to praise. List suggestions on chalkboard.

b. Include student suggestions in a list of rules for accepting praise. Write the list on poster paper and leave posted for a week.

1) Listen when a person gives you praise.
2) Look at the person and smile, say thank you, or make a modest statement. (Discuss modest statements and write examples on the chalkboard, e.g., "It's Ok"; "I try to do my best"; Sometimes I do better than others"; or "I guess I like it too.")
3) Don't brag.
4) Don't tell the person they are wrong.
5) Don't say bad things about yourself.

c. Discuss each of the components of the skill and attempt to have students generate many examples.

d. Have students write the steps on the general homework form.

Step #3. Model the Skill

a. Coach a student to give praise to you and model the skill. Narrate the skill performance using the think aloud procedure.

b. Repeat the modeling without the narration.

c. Ask students to evaluate how well you followed the rules.

Step #4. Role Play

a. Have pairs of students role play giving and receiving praise from each other.

b. Provide feedback and ask students to evaluate their own performance.

c. Give each member of the class praise and then provide feedback on their response. Have the class provide feedback to each student.

Step #5. Practice

a. Hold a brief role playing session where students are coached to correct performance.

b. Periodically give students praise and then give them feedback on their acceptance of praise.

c. Set up challenge situations where students are directed to praise another student in class. Again, give feedback.

d. Assign homework where students must practice responding to praise with a friend or family member.

Step #6. Generalization

a. Have a regular class teacher or a counselor praise the students and reinforce students for performing the skill correctly.

b. Arrange to have other students to praise special class students outside class. Ask students to self-report.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Staying Out of Fights

Objective: Students will use alternatives to aggression to stay out of fights.

Performance Criteria: This skill will be adequately performed when the student:

1. stops and considers why they want to fight.
2. considers the potential short-range outcomes (i.e., risks vs. gains).
3. decides what the long-range outcomes would be.
4. consider other ways to handle the situation besides fighting (e.g., negotiating, standing up for his or her rights, asking for help, or pacifying the individual).
5. chooses the best alternative to fighting.

Materials: Chalkboard, homework form.

Procedures:

Step #1. Establishing the Need

a. Begin with a discussion on how junior high students tend to get into fights. Ask students to tell whether or not they have ever witnessed any fights between agemates. Elicit from students the consequences of fighting. List some of the consequences on the chalkboard.

b. Point out to students that one of the severest consequences of fighting is arrest for assault and battery.

c. Through discussion, make it clear to students that avoiding fighting often means avoiding punishment from school authorities or parents.

Step #2. Identify the Skill Components

Describe the steps for keeping out of fights. Write each of the following on the chalkboard and discuss them with the students:

a. Stop and think why you want to fight.

b. Think about whether or not it will do you any good.

c. Think about what might happen if you get caught.

d. Think about what can be done besides fighting, e.g.:

   1) ask for help.
   2) talk it over.
   3) stand up the person.
   4) do something to make the person happy.
   5) walk away.

e. Choose what to do.

Step #3. Model the Skill

a. Describe a situation where a person is treated unfairly or injured. For example, a student sets his lunch tray down at a cafeteria table and leaves to go back to the lunch line to get a napkin. While picking up the napkin, a second student comes along, takes the chair, and moves the first student's lunch tray to another table.

b. Model four different ways to respond to the rude fellow student. Narrate the thinking steps through the think aloud procedure.

c. Ask students to comment on whether or not the skill steps on the board are followed.

Step #4. Role Play

a. Ask students to think up situations where they might consider fighting and role play for the class.

b. For students who cannot think of a situation, suggest an argument with a sibling, being teased by a peer, or being pushed by an aggressive student.

c. Provide feedback to students on how well they role play. For students who do not perform well, prompt them through the skill to ensure correct performance.

d. Ask students to provide feedback to their classmates. To elicit feedback from some students, provide feedback cards and make them responsible for providing feedback on a single skill component.

Step #5. Practice

a. Provide students with homework assignments and ask students to practice the skill at home or with a friend.

b. Hold a skill review session and have students repeat skill steps. Have one or two students model the skill.

c. Warn students in advance that they will be challenged to demonstrate the skill. Have students challenge one another for contrived situations.

Step #6. Generalization

a. Ask students to report on whether or not they had avoided fights. Provide praise to students who have.

b. Ask other school officials to praise the handicapped students for being good at avoiding fights.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Dealing With Embarrassment

Objective: Students will be able to take actions which make them feel less embarrassed.

Performance Criteria: This skill will be adequately performed when the student:

1. decides he or she is embarrassed.
2. decides what caused the embarrassment.
3. considers options for dealing with embarrassment including:
   a) ignoring it.
   b) distracting others.
   c) using humor.
   d) reassuring self.
   e) exposing the problem.
4. chooses an option for dealing with embarrassment.

Materials: Chalkboard, humorous pictures, general homework forms.

Procedures:

Step #1. Establishing the Need

a. If they can be found, show students some humorous pictures of people in embarrassing predicaments. Ask students to state how the people in the picture must feel.

b. Ask students to state how they would feel in a number of potentially embarrassing situations that are common (e.g., spilling water on the front of their pants, failing a test, spilling food on themselves, receiving an insult and not knowing how to respond to it, etc.).

Step #2. Identify the Skill Components

a. Point out to students that it is important to get over being embarrassed. Ask them to cite some ways this might occur. List the students' suggestions on the chalkboard.

b. Tell students that there are some things they can do to handle embarrassment. List the following on the chalkboard:

1) decide if you are embarrassed.
2) decide what caused the embarrassment.
3) think about what you can do about your embarrassment.
4) choose what to do and do it:
    a) ignore it
    b) change the subject
    c) make a joke
    d) tell yourself it's ok
    e) let everyone know and get the problem over with

Step #3. Model the Skill

a. Create a simulated situation to model, e.g., tipping a full cafeteria tray into your lap. Other modeling and role play suggestions:

1) Being teased about having a boy/girlfriend.
2) Falling down in school hallway as result of own clumsiness.
3) Getting caught giving wrong information.
4) Forgetting name of a familiar person.
5) Having to sit with some prestigeous people.

b. Narrate the modeling by using the think aloud procedure.

c. Have students point out the steps they observed, and discuss possible alternatives to the one modeled.

Step #4. Role Play

a. Have pupils select a situation which they think might be embarrassing to themselves and role play the situation. If a partner in the role play, they should select a person who looks most like the person in the real situation described.

b. Provide feedback to student and be sure to provide feedback specific to each skill component.

Step #5. Practice

a. Have high school students copy the skill steps onto the general homework form and practice the skill at home or with a friend. Praise students for completing their homework. A homework form has been prepared for junior high students.

b. Hold a skill review session and have the skill modeled by a student. Have other students provide feedback.

c. From time to time, set up a challenge situation in the classroom and have the challenged student exercise the skill. Provide feedback and praise for good performance. Coach students through correct performance if they have had difficulty. An example of a challenge might be having a student walk up to another student and say "Look at Bill, he has lipstick on his cheek."

Step #6. Generalization

a. Ask students to self-report on how they dealt with embarrassment. Praise students for reporting and query them on how they followed the skill components.

b. Give students a 3 x 5 card to carry for one week. Have them mark down times they dealt with embarrassment appropriately.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Choosing Appropriate Clothing for Social Events

Objective: Students will select appropriate clothing for social events.

Performance Criteria: This skill will be performed adequately when the student:

1. categorizes a specified social event as requiring rough, casual, dressy, or formal clothes.
2. identifies clothing which falls into the four categories:
   a) rough (e.g., old jeans, cut-offs, sweat clothes, work clothes).
   b) casual (e.g., clean jeans, school clothes).
   c) dressy (e.g., skirts and blouse or dress for a girl and for a boy, sweater and tie, or coat and tie, shined shoes, dress pants).
3. asks others what type of clothes are appropriate.
4. selects clothing appropriate for the social event.
5. wears appropriate clothes for the social event.

Materials: Chalkboard, sets of men and women's casual clothes, sets of old clothes, sets of dressy clothes, old newspapers and magazines, scissors, and glue.

Procedures:

Step #1. Establishing the Need

a. Tell the students that you are going to describe some situations and they are to identify what the person in the situation did wrong.

Mrs. Johnson, the rich lady, met a new friend at the store one day. She liked her new friend and invited her to a garden party. Well, her new friend, whose name is Wanda, came to the party all dressed in her gardening clothes that included an old floppy sun hat, dirty jeans, and her garden gloves.

Ask the students what was wrong, how people would be dressed at the party, and how Wanda would feel when she saw a lot of people in fancy clothes. Elicit that Wanda would feel embarrassed and out of place.

The student council at Clausen Junior High sponsored a 1950s style sock hop on a Friday night. Richard had never been to one before. He wanted to look good so he put on his suit and tie that he wore to church.

Ask students what was wrong and how Richard would feel.

b. Ask students to suggest ways that Richard and Wanda might have avoided the problems they encountered. Elicit that they should ask other people or the person inviting them what to wear when going to a social event.

Step #2. Identify the Skill Components

a. Tell students that they can ask if they don't know or they can work at learning how to make a good decision. Present the following rules and write them on the chalkboard.

1) Decide if a social event will require rough, casual, dressy, or formal clothing.
2) Pick out the clothes that are correct for the occasion.
3) If you are not sure, ask someone what to wear.

b. Discuss each of the rules. Be sure to describe examples of different situations. For example:

1) Rough clothes might be worn to play in a softball game or go on a picnic.
2) Casual clothes might be worn at a school dance, a house party, or to attend a movie.
3) Dressy clothes might be worn to attend a wedding, a play, or go to church.
4) Formal clothes might be worn to be in a wedding, to be at something with a lot of important people.

Step #3. Model the Skill

a. Have a variety of clothes available in the classroom and model selecting clothes for two or three situations.

b. Use the think aloud procedure to narrate the skill steps.

Step #4. Role Play

a. Have a few props available.

b. Give each student a social situation and have them narrate how and why they are selecting certain clothes for the occasion.

c. Some suggested social occasions might be:

1) A school dance.
2) A party at a friend's house.
3) A funeral.
4) Cousin's wedding.
5) A hayride.
6) A softball game (as a participant).
7) A high school basketball game (as a spectator).
8) A church picnic.
9) Attend a movie.
10) Visit a friend.

d. Coach students to ask someone before attending an event.

e. Give students feedback on how they chose appropriate clothing.

Step #5. Practice

a. On a day subsequent to introducing a lesson, give students large pieces of paper or poster board which they are to divide into three sections. Each section should be labeled with Rough, Casual, and Dressy. Have the students cut out pictures of clothing from the paper and magazines and have them paste them in the appropriate section. Give students feedback on their collages.

b. Have one or two students review the skill at a skill review session.

c. At various times, compliment individual class members for selecting appropriate clothes to wear to school.

d. Assign homework on special homework form.

Step #6. Generalization

a. Ask students to report on themselves. Give feedback and praise for self-reporting.

b. Send note home to parents describing lesson. Ask them to give praise for appropriate clothes selection.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Introducing Self

Objective: Students will be able to introduce themselves to peers and adults.

Performance Criteria: This skill will be performed adequately when the student:

1. chooses appropriate time for introducing self.
2. approaches other person to no closer than an arm's length.
3. uses an acceptable greeting, e.g., "Hello", "How do you do", "Excuse me".
4. completes self-introduction by saying "Hello, my name is _____", or "Excuse me, I am ."
5. follows introduction with a statement or question related to reason for making introduction, e.g., "I have been wanting to meet you.", "Can you give me some information?", "I'm new here.", or "Are you new here?"
6. asks other person's name if needed.
7. tells something that both have in common or asks questions to get conversation started.

Materials: Chalkboard, homework forms, students will need paper and pencil.

Procedures:

Step #1. Establishing the Need

a. Ask students to relate their feelings about going up to someone they don't know. Elicit statements related to fear or not know what to say.

b. Tell students that there are acceptable times and ways to introduce themselves so that they will know what to say, and the people are not likely to be annoyed. Also tell students that the other individual is often just as frightened to introduce themselves as they are.

c. (Alternative to a and b above.) Show film, read story, or make up a situation where a young person is experiencing anxiety about introducing himself or herself to a peer. Follow this step with b above.

Step #2. Identify the Skill Components

a. Through discussion, elicit the following skill components and list them sequentially on the chalkboard.

   1) Decide if it is appropriate to introduce self (i.e., person is not involved in a conversation that should not be interrupted).
   2) Go up to the person.
   3) Say "hello" or something like that.
   4) Ask other person's name (if needed).
   5) Shake hands (if an adult).
   6) Say or ask something to start conversation.

b. Call on students to repeat the sequence. Ask different students to tell you how they would go about introducing themselves in hypothetical situations.

Step #3. Model the Skill

a. Solicit the assistance of one student.

b. Describe a social situation where making a self-introduction would be appropriate.

c. Think aloud for the students for the first step (e.g., "I think it is ok for me to introduce myself. The person isn't busy talking to anyone else.").

d. Carry out the introduction procedure by greeting the other individual, asking their name, and introducing a topic of conversation.

e. Discuss the important components. Make sure each step is reviewed.

Step #4. Role Play

a. First, have students write down the list of skill components on a sheet of paper.

b. Form students into groups of three and have them rotate through the roles of person introducing self, person being approached, and an observer. The observer's job will be to use the list copied from the board as a checklist. When the person making a self-introduction exhibits one of the steps, it is to be checked off.

c. The teacher should rotate through the groups and give feedback on how the skill is performed.

d. After the groups have completed the task, call on students to come forward and role play for the class. Provide feedback and ask class members to provide feedback on how well they performed the skill.

e. Ask students to evaluate how they did. Give students encouragement.

Step #5. Practice

a. Assign homework using a preprinted homework form. Students are directed to try making introductions on their own. They may start by practicing with a friend or family member, but the form must be completed on someone new.

b. Provide students feedback on their completed homework forms.

c. Challenge individual students to demonstrate introducing themselves.

d. Hold a skill review session at a later date.

Step #6. Generalization

a. Have students self-report on making introductions.

b. Hold a practice or review session in different settings such as at an after-school sporting event.

c. Set up situations at school where students will be directed to introduce themselves to adults.

d. Send notes home to parents asking them to encourage their children to introduce themselves at social settings, such as church or other community gatherings.

SOCIAL SKILLS LESSON--JUNIOR HIGH/HIGH SCHOOL

Making Introductions

Objective: Students will be able to make formal introduction of peers and adults.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies the two parties he/she may wish to introduce.
2. names the first person and tells him/her the name of the second person.
3. speaks clearly and loud enough for both individuals to hear.
4. names the second person and tells him/her the name of the first person.
5. says something about the first person.
6. says something about the second person.
7. invites them to talk or do something with you or together.

Materials: Chalkboard, homework form.

Procedures:

Step #1. Establishing the Need

a. Tell students to imagine that they are at a party or some special event. At the party they have a lot of friends and several of them don't know each other, but you think they would enjoy spending time together.

b. Ask students how they would get these people together.

c. Ask students if they have ever had to introduce a friend who came over to the house.

d. Tell students that you will be showing them the best and perhaps the easiest way to make introductions.

Step #2. Identify the Skill Components

a. Present students with the list of steps for making introductions:

1) Say the name of the first person and tell the name of the second (" A , I'd like you to meet B .").
2) Name the second person and tell the name of the first (" B , I'd like you to meet A .").
3) Say something about the first person (" A is a model car buff.").
4) Say something about the second person (" B is also a model car buff.").
5) Invite them to talk ("I thought you'd have something in common.").

b. Ask students to tell why everyone's name is said twice. Ask them to tell why it is important to say something about each person. Elicit from students that stating names twice helps people remember names and telling something about each other will give them something to start a conversation over.

Step #3. Model the Skill

a. Select two students to act as people to be introduced.

b. Label and narrate each step of the skill as it is performed.

c. Repeat the modeling without labeling or narrating, but have students label each of the steps.

Step #4. Role Play

a. Have students form into groups of three. You may have to give students suggestions for identifying common interests.

b. Put list of procedures on chalkboard to serve as prompts.

c. Have students rotate through the roles.

d. Erase the prompts from the board and have the pupils perform the skill again.

e. Ask students to evaluate how they did.

f. Provide feedback to the students and have them provide feedback to each other.

Step #5. Practice

a. Assign homework. The students are to complete a homework form for making introduction.

b. On a later date, repeat the skill role playing (most youngsters do not have enough opportunities to practice the skill).

Step #6. Generalization

a. Occasionally, ask students to report on themselves.

b. Take students to an activity outside school where they will be required to introduce each other. Give feedback on their performance.

SOCIAL SKILLS LESSON--JUNIOR HIGH/HIGH SCHOOL

Initiating a Conversation

Objective: Students will be able to initiate conversations with individuals whom they do not know or do not know well.

Performance Criteria: This skill will be performed adequately when the student:

1. decides on a topic for conversation.
2. greets another person.
3. makes eye contact.
4. makes small talk.
5. decides if the other person is listening.
6. moves on to the main topic of conversation.

Materials: Chalkboard, homework forms, skill cards.

Procedures:

Step #1. Establishing the Need

a. Ask students if there are some people that they are hesitant to talk to. Ask if they have ever wanted to talk to someone but did not know any of the people around. Elicit that some students have difficulty starting conversations.

Step #2. Identify the Skill Components

a. Tell students that you have a lesson on how to start a conversation. Ask them to tell what a person should do when starting a conversation. Elicit the following list:

1) Decide what to talk about
2) Look the person in the eye
3) Make small talk
4) Decide if the person wants to talk
5) Move on to the topic

b. Discuss each of the steps thoroughly and have steps repeated through unison oral reading.

Step #3. Model the Skill

a. Tell students that you are going to model initiating a conversation and that you will stop and think aloud when decisions are made.

b. Identify a student to role play opposite teacher.

c. Start modeling with decision step on task analysis. Think aloud about who to start the conversation with and what the topic will be.

d. Label and demonstrate the greeting.

e. Label and demonstrate the small talk. (Note for students that there shouldn't be too much small talk.)

f. Think aloud about deciding if person is listening.

g. Label and demonstrate moving on to the topic.

h. Identify another student to play opposite the teacher and model the behavior again without thinking aloud or labeling the steps.

i. Ask students to identify the steps that were modeled.

Step #4. Role Play

a. Provide preprinted skill cards with the skill components listed.

b. Have the students get into groups of three and role play initiating a conversation. Each pupil is to play the role of the initiator, a receiver, and a recorder. The students are to rotate through the roles. While role playing, the students are to perform both the action and think aloud components.

c. The recorder is to check off on a skill card the steps that are performed.

d. The teacher should rotate between the groups and provide feedback on individual performances.

e. After the role playing, have students comment on how they did.

Step #5. Practice

a. On subsequent days, have students repeat the role playing two more times but without performing the think aloud steps.

b. Assign students three homework assignments. To complete the homework, they must fill out a homework report for starting a conversation with someone they know well, then someone they know a little, and third, with someone they have been hesitant to start a conversation with.

c. Provide feedback and reinforcement to students observed starting conversations.

d. Challenge students to start conversations with class members. Provide feedback and praise for correct performance.

Step #6. Generalization

a. Later in the school year, give students the homework assignment listed above.

b. Have weekly reporting sessions where students are occasionally asked to tell about conversations they started. Reinforce the students for their ability to identify the steps they followed.

c. Have students write the skill into their skill monitoring notebooks and record when the skill is used.

SOCIAL SKILLS LESSON--JUNIOR HIGH/SENIOR HIGH

Joining Activities with Peers

Objective: Students will be able to join group activities.

Performance Criteria: This skill will be performed adequately when the student:

1. decides whether or not he or she might like to join an activity.
2. considers advantages and disadvantages of disrupting others.
3. decides on best way to join in (e.g., introduce self, ask if they could use another participant, etc.)
4. decides on a good time to join in (e.g., break in activity or before activity gets started).
5. makes joining in statement.
6. participates in activity if accepted.

Materials: General social skill homework form, chalkboard, playing cards.

Procedures:

Step #1. Establishing the Need

a. Begin with a personal or made up story related to a desire to join in some group activity. Discuss the feelings a person has related to joining an activity such as fear of rejection. Discuss the consequences for not trying to join in, such as getting no chance to participate in an activity.

b. Ask students to relate activities or organizations that they might like to join. List them on the board. Include organizations such as school clubs and community youth groups. Also list activities such as pick up athletic games, conversations, and recreational activities.

Step #2. Identify the Skill Components

a. Tell students that other people have found some good ways to join in. List the following steps on the chalkboard:

1) Decide if you want to join an activity or group.
2) Decide on what to say to join in.
3) Decide on the best time to join in.
4) Join in and participate.

b. Discuss each of the steps and have senior high students copy steps on general homework form.

Step #3. Model the Skill

a. First, model a situation where a student desires to join into a recreational activity. Begin by giving three students a deck of playing cards and have them play or simulate playing a card game.

1) Think aloud during the first three steps. Use statements such as, "I think I'd like to play cards too, but I don't know those guys very well. Of course, if I don't ask to play, I never will get to know them. I think I'll give it a shot. The worst that could happen is that I'd be in the same position I'm in right now."
2) Demonstrate joining in the card playing activity with a statement, such as "Hi, what are you playing?" Wait for a response. "Could you use a fourth, I've played that before.", or "It looks interesting, do you think you could show me how it's played?"

b. Second, role play a situation where a person would like to join a club or formal kind of group activity. Select a student to act as a co-player. Coach some of the responses ahead of time.

1) Perform steps thinking aloud, such as "Gee, I'd like to belong to the A-V Club and run projectors like some kids get to. I'm not too good at sports, so that would be a fun thing to do at school that I'm sure I can do well. I don't know how to join. Bill Green belongs, maybe I'll ask him to help me get in." After finding the club member, request club member to assist in getting you in. Make statements such as, "Hi, Bill, I'd like

to ask you something about the A-V Club? Would you help me get in the club. You know, like tell me how to sign up or who to see."

Step #4. Role Play

a. Ask a student to tell what kind of group activity he or she would like to join. Assign two or three other students to simulate the activity and have the student role play the skill of joining in. Have the students perform the think aloud steps in addition to the action steps.

b. Have each student role play some type of joining in. Ask each one to evaluate his or her performance and provide feedback on the role playing.

Step #5. Practice

a. This is a fairly difficult skill to perform smoothly. Practice role playing in class ought to be undertaken on one or two subsequent dates.

b. Assign students homework. They are directed to complete a homework assignment for some kind of joining in. These may include joining a family activity, an after-school activity, or an informal gathering.

c. Direct students to practice the skill in the school lunchroom. They are to each join students at a lunch table who do not attend the special class. In some cases, advance rehearsal will be necessary.

Step #6. Generalization

a. After practice sessions, have students report on their joining in activities. Praise students for following procedures.

b. From time to time over several weeks, ask students to report on joining in. Praise responses.

c. Several weeks later, reteach lesson in a different context and use different examples. For example, take students to vacant outdoor basketball court and practice joining in a pickup game.

d. Have students list the skill in their skill monitoring notebook and record when the skill is used.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Congratulating Peers and Adults

Objective: Students will congratulate peers who have successful experiences and winning opponents in games.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies that a peer has had a success or won a game.
2. decides to congratulate the individual if circumstance warrants.
3. considers the best way to congratulate the person (e.g. "Congratulations, I hear you ...", "You sure did a good job on ...", Congratulations").
4. decides what to say.
5. congratulates the person.

Materials: Chalkboard, homework form.

Procedures:

Step #1. Establishing the Need

a. Ask students if they have ever done something good and no one even recognized that they did it. Further, ask how it feels to do well and then no one notices. Elicit that people like to be congratulated.

b. Ask students if a person doesn't get congratulated, are they likely to try as hard the next time to do well? Elicit that they will not.

c. Ask students if they congratulate others for doing well, are others likely to congratulate them? Elicit that they will.

Step #2. Identify the Skill Components

a. Explain to students practicing making congratulations will make them better at it. Write the following steps on the chalkboard and discuss each step.

1) Select a friend who has had a success. (Discuss that a success can mean winning, receiving a good grade, or doing something well.)
2) Decide to congratulate the person.
3) Think of the best way to congratulate the person. (Discuss and provide a number of congratulatory statements.)
4) Decide what to say.
5) Congratulate the person.

b. Review and discuss the skill components before proceeding to the next step.

Step #3. Model the Skill

a. Role play at least two different situations. One should be for congratulating an opponent in a game and the other should be for doing something well.

Suggested situations:

1) Congratulating a winner.
2) Congratulating a loser for trying hard.
3) Congratulating a classmate for receiving a good grade.
4) Congratulating a schoolmate for being elected or appointed to something at school.
5) Congratulating a family member for a job well done at home.

b. Use the think aloud procedure to narrate each of the skill components.

c. Discuss the modeled situations.

Step #4. Role Play

a. Have students select a situation which would be likely to occur in their lives. Have them select a class member to congratulate. Some students will need suggestions before they role play.

b. Provide students with feedback, have them evaluate each other, and have them evaluate their own behavior.

Step #5. Practice

a. On a day subsequent to the lesson, direct students to look for an opportunity to congratulate a classmate. It may be desirable to select a specific classmate for each student to look for an opportunity to congratulate. Provide feedback and have students evaluate their own performance.

b. Assign homework using the appropriate homework form. Direct students to practice the skill at home or with a friend.

Step #6. Generalization

a. Hold a self-reporting session and ask students to report when they used the skill. Praise students for self-reporting.

b. Provide school staff members with information on skill being taught and ask that they reinforce the handicapped students for congratulating others.

SOCIAL SKILLS LESSON--JUNIOR HIGH/HIGH SCHOOL

Apologizing

Objective: Students will apologize for mistakes or wrong doing which injures or infringes upon another person.

Performance Criteria: This skill will be performed adequately when the student:

1. decides that he or she has made a mistake or committed a wrong doing.
2. decides whether or not he or she has injured or infringed upon another person.
3. considers different ways to make an apology (e.g., saying something, doing something, or writing something).
4. decides on how to make an apology.
5. chooses best time to make an apology.
6. makes apology.
7. if appropriate, offers to make up for wrong doing.

Materials: Chalkboard, general homework form.

Procedures:

Step #1. Establishing the Need

a. Show a film or bring up a television show where someone did something which mildly injured or infringed upon another person. Bring up a situation where an apology was shown or an apology would have been appropriate. Ask students to describe what an apology is. Ask why apologies should be made. Ask student what the consequences are for when apologies are and are not made. Accept all responses.

Step #2. Identify the Skill Components

a. Ask students to tell what a person has to do when making an apology. Elicit or present the following skill components. List on chalkboard or poster paper.

1) Decide if you were unfair or hurt a person.

2) Think of how to apologize by saying something, doing something, or writing something.
3) Decide when to apologize.
4) Make the apology.
5) If needed, offer to make up for wrong doing.

b. Review the skill components and ensure that each step is discussed fully.

c. Ask students to write the list on a general homework form.

Step #3. Model the Skill

a. Create a simple hypothetical situation where you role play injuring or infringing upon someone. For example, have two students pretend to be talking to each other and then butt in. Another example may be bumping into another person.

b. After committing the act of injury or infringement, role play the process for apologizing. For the decision steps, think aloud for the students.

c. Model the skill a second time and have the students identify all the skill components you went through.

Step #4. Role Play

a. Have students work in pairs and role play apologizing for a simple bump or infringement.

b. In front of class, have each pair perform in a hypothetical situation where they need to make an apology. Create a new hypothetical situation for each student to role play. Some suggestions are:

1) A student slams another student's locker shut before he or she has what he or she wants to take out.
2) A student breaks another student's pencil.
3) A student calls another student a name.
4) A ball player wasn't paying attention and an easy grounder was hit right by him.

5) A person in the neighborhood let his dog out and the dog tips over a neighbor's garbage can.

c. Ask each student to evaluate his or her own performance.

d. Provide feedback to each of the students and ask classmates to provide feedback.

Step #5. Practice

a. Using the general homework form, direct students to practice apologizing with a friend or family member.

b. At a review session, have students recite the steps and have one or two students role play the skill.

c. Repeat role playing in class and coach students to correct performance.

Step #6. Generalization

a. Ask other staff members to prompt students to make apologies.

b. Provide social praise to students when they apologize in the special class.

c. Send parents home a note stating that apologizing is the social skill of the week. Ask that parents to encourage apologizing when appropriate.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Excusing Self

Objective: Students will excuse themselves from conversations and from groups of peers in socially appropriate ways.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies that he or she no longer wishes to continue in a conversation or group activity.
2. considers appropriate ways to excuse self (e.g. checking watch and saying "Oh, I'll be late for _____, sorry to have to leave" or "I don't want to keep _____ waiting, please excuse me.").
3. selects method for excusing self.
4. waits for appropriate pause to make excusal.
5. excuses self.

Materials: Chalkboard and homework forms.

Procedures:

Step #1. Establishing the Need

a. Ask students to relate any experiences they might have had in wanting to leave a group or drop out of a conversation.

b. If students do not come up with good examples through discussion, read the following descriptions of a student's experiences:

Bill Baker's Problem

On every Saturday afternoon during the summer, Bill Baker mowed Mrs. Rush's lawn. It was a good part-time job and the pay was pretty good. Bill would show up about 1:30, mow the lawn, and then see Mrs. Rush to get paid. That's when Bill would have his problem. Mrs. Rush always wanted to talk and talk and talk. Poor Bill just never knew how to get away from that talkative Mrs. Rush. Sometimes she would keep him an extra 30 minutes. During that 30 minutes Bill could have been at the swimming pool or playing softball with the guys in the neighborhood.

c. Ask students to state how they would deal with Bill's problem.

d. Read the following story about a second student's experience:

Where Did Tom Go?

Soon after the weather got better during Tom Liston's first year in junior high, he was able to obtain a paper route delivering the City Shopper. The papers had to be delivered by 5:15 each evening. Most of the time, Tom simply went straight home from school at 3:15, folded the shoppers and had them delivered by 4:30. There were some days when he liked to stay after school to play a little ball on the school diamond. Tom knew that if he didn't get home by at least 4:15 then he couldn't get his papers delivered in time. Sometimes when he was playing ball, he would just leave the field, hop in his bike, and head for home without telling anyone. That used to make the other guys angry.

One time when Tom was playing centerfield, he left the field to go deliver his papers. Unfortunately, he didn't tell anyone. A player on the other team hit a ball to centerfield and there was no one there to catch the ball. Needless to say, Tom's friends were not very happy with him.

e. Ask students to state why it is important to know how to excuse yourself. Elicit that if not accomplished, an individual wastes time or can come to be thought of as unreliable.

Step #2. Identify the Skill Components

a. Point out the following steps for excusing one's self:

1) Decide that you want to leave or have to leave.
2) Think about how to excuse yourself. (Discuss numerous examples and, if necessary, write a list on the chalkboard.)
3) Choose how you will excuse yourself.
4) Wait for the appropriate time to excuse self. (Discuss waiting for a pause in conversation or pause in an activity.)
5) Excuse yourself.

b. Be sure that each of the steps have been discussed by the students.

Step #3. Model the Skill

a. Create a hypothetical situation which would be a likely occurrence for the students in your class and then model the skill. Be sure to emphasize each step by narrating what you are modeling.

b. Model the skill a second time without narration and then have the students recall the steps that they observed and that they could infer.

Step #4. Role Play

a. Have students work in groups of three and demonstrate excusing themselves from a situation of their choosing.

b. If students do not generate appropriate situations on their own, some of the following may be suggested:

Excusing self from:

1) A conversation with friends.
2) A conversation with adults.
3) A game.
4) A party.
5) A group activity like a club meeting or a paper drive.

c. Provide feedback to the students. Be sure that they use the think aloud procedure to narrate what they are doing.

d. Have students evaluate their own performance.

Step #5. Practice

a. Have one or two pupils model the skill at a skill review session.

b. Create challenge situations in the classroom where students are required to demonstrate the skill.

Step #6. Generalization

a. Ask other school officials such as the counselor to challenge the students to demonstrate excusing themselves.

b. Ask students to self-report on excusing themselves. Praise them for reporting.

SOCIAL SKILLS LESSON--JUNIOR HIGH/HIGH SCHOOL

Maintaining A Conversation

Objective: Students will maintain a conversation beyond the steps for initiating a conversation.

Performance Criteria: This skill will be performed adequately when the student:

1. maintains eye contact with the individual.
2. makes statements relevant to topic of the conversation.
3. pauses to allow other person to speak.
4. ask questions or opinion of the other individual.
5. listens to what the other person says.
6. responds with new information, opinions, or question.
7. makes a closing remark.

Materials: Chalkboard, conversation checklists, homework report forms.

Procedures:

Step #1. Establishing the Need

a. Read the following account of a young person who had excellent skills in starting a conversation but often failed at keeping one going.

Pam O. had little difficulty meeting people. She would just march right up to folks and say "Hi, I'm Pam". Despite the fact that she wasn't at all bashful, she had few friends. The problem she had was that she couldn't keep a conversation going for more than a few seconds. Here's how she used to talk.

"Hi, My name is Pam.
"Hello" people would usually say.
"I went to the basketball game last night and our team won."
"Oh" or "that's good" is about all anyone would respond.

Fortunately, Pam's counselor or Mrs. Jordan listened to the way Pam talked and gave her some advice. She took the advice and now this is how Pam talks:

"Hi, My name is Pam. How are you today?"
"Fine" people usually say.

"Did you get a chance to go to the basketball game last night?"
When the person answers yes, Pam says
"I was there too. Wasn't it exciting?"

Ask students what was different about the way Pam talked before and now. Elicit or suggest that she asks questions and gives information. Also point out that she tries to get the other person to talk.

b. Ask students if they have ever had any trouble keeping a conversation going. Elicit that people need to know how to maintain conversations.

Step #2. Identify the Skill Components

a. Ask students to identify what they think might help them keep a conversation going. Elicit the following list:

1) Look at the person.
2) Stick to the topic.
3) Ask questions.
4) Wait and give the person a chance to talk.
5) Say something new about the topic.

b. Discuss a number of examples to go along with each item on the list. Have students copy the list to a homework form.

Step #3. Model the Skill

a. Select a student to play the role of a co-conversant.

b. Follow steps in previous lesson for initiating a conversation.

c. Model the steps and narrate the actions that are normally unspoken (e.g., eye contact and pauses).

d. Narrate each of the steps using the think aloud procedure.

e. Select a second student as a conversant and model the skill without narrating.

f. After modeling, ask students to recall and label the components of the conversation.

Step #4. Role Play

a. Have the role play begin with a student attempting to maintain a conversation with the teacher.

b. Give each student an opportunity to role play both parts of the conversation.

c. Provide verbal prompts when necessary.

d. Provide feedback to each of the students and have them give feedback to each other.

Step #5. Practice

a. On subsequent days, repeat the role playing. Have each student make up his/her own conversation checklist and check off the components of the skills they perform.

b. Give the students homework assignments. The students are required to fill out a conversation checklist and turn it in. Three or more of these assignments would be appropriate.

c. Hold a class discussion on the results of the students' conversations.

Step #6. Generalization

a. Repeat the homework assignment without the requirement for filling out homework report. Ask students to report on how they maintained a conversation. Praise their positive efforts.

b. Request other teacher and school officials to give feedback to students when they are observed in conversation outside of the special class.

SOCIAL SKILLS LESSON--JUNIOR HIGH OR YOUNGER

Responding to Teasing and Name Calling

Objective: Pupils will respond to teasing and name calling by avoiding aggression or counterteasing and choosing between ignoring, changing the subject, saying something nice, or making a joke of it.

Performance Criteria: This skill will be performed adequately when the student:

1. decides whether or not he or she is being teased.
2. reminds self that teasing or return name calling usually causes more problems.
3. refrains from aggressive response to name calling.
4. chooses to:
    a. ignore the name calling or teasing,
    b. change the subject,
    c. say something nice to the teaser or name caller, or
    d. make a joke of the teasing or name calling situation.
5. carries out chosen response.
6. says to self that first try doesn't always work.
7. initiates a second appropriate response if necessary.

Materials: Chalkboard, homework forms.

Procedures:

Step #1. Establishing the Need

a. Ask students if they had ever been teased or called names. List some of the names they have been called on the chalkboard.

    1) Optional - read introductory story if lesson is used with younger children.

Colleen was the terror of the school, at least that's what everybody said. She really wasn't such a bad person. Most of the time she got along well with everyone. The only times that she caused trouble were when the other children teased or called her names. When the children at school learned that she would get angry when called a name like "Dodo", "Fathead", or "Weirdo", they called her names just to see what she would do.

Sometimes Colleen would yell names back, sometimes she cried, and sometimes she even pulled hair and hit the other children. Whenever she got angry, she seemed to get into trouble. On the day she pulled Susie's hair, she was sent home. When she hit Bobby Adams in the eye, she had to stay after school; and when she pulled Andy's ear, he hit her back and gave her a black eye.

Mrs. Williams, the school principal, decided that Colleen had to learn how to deal with being teased. One day after school, Mrs. Williams and Colleen practiced how to ignore teasing, changing the subject, and saying something nice. The next day some children tried to tease Colleen but it didn't work. Colleen just walked away or changed the subject. After about a week, the children began to see that Colleen no longer got angry. Since it wasn't any fun to tease her they stopped. The best part for Colleen is that she no longer gets into trouble at school.

b. Ask students to tell what happens when they get angry and yell or hit their tease. Elicit that an argument will start, a fight will start, and that they could get punished for doing both. Elicit that when a person gets angry and shows it, they are likely to be teased more.

Step #2. Identify the Skill Components

a. Ask students to tell what they can do when teased that will keep them out of arguments and fights and will help them avoid punishment. Elicit or tell the students that the four main responses are:

1) Ignoring
2) Changing the subject
3) Saying something nice
4) Making a joke

b. List the four appropriate responses on the chalkboard and discuss a number of examples.

c. Rehearse orally the four responses one time.

d. Have students copy the four responses on a small piece of paper that they can hold in their hands.

Step #3. Model the Skill

a. Solicit the assistance of a student. Have the student call the teacher one of the names written on the board. Model the following procedures:

1) Thinking aloud - "I think he/she just called me a name I don't like. I am not going to let him/her know that I don't like it."
2) Thinking aloud - "I think I'll just change the subject."
3) Demonstrate changing the subject by asking the teaser a question such as, "Did you get to watch that HBO movie on Friday?"

b. Model each of the remaining appropriate responses following the same procedures.

1) Example for saying something nice:
   Teaser: "Hey, Fatso, how come you eat so much?"
   Response: "Well, it's a good thing you are her to remind me to cut down."
2) Example for making a joke:
   Teaser: "You are stupid."
   Response: "That's right, I always said 2 + 2 = 7 and the earth was flat." (Smile after making joke.)

Step #4. Role Play

a. Have students work in pairs and role play the responses on their own. Erase the response from the board and instruct the students to use the list they have on the small piece of paper only when they need it.

b. After students have practiced all four responses with their partners, provide feedback to each of the pairs.

c. Call on different pairs to perform once in front of the class demonstrating one of the four responses. Have students observe and tell which response was chosen.

d. Ask students to evaluate themselves and then ask classmates how they thought each of the performing pairs did.

Step #5. Practice

a. Assign students homework. They are to complete the homework form on being teased or called names. If they are called a name or teased that day, they are to fill out the form and turn it in. If they are not teased that day, they are to take the homework form home to their parents. The parents are asked to help. The form is self-explanatory.

b. At a later date, have students role play the skill again. This skill requires considerable practice. The instructional goal should be to bring students to an overlearning status.

Step #6. Generalization

a. Establish a reward for self-reporting. Ask students to report back each day and tell if and how they dealt with being teased or called a name. Praise or reward those who report positively.

b. When name calling or teasing takes place in the special class, reward those students who respond appropriately.

c. Request teachers at integration sites to compliment students when they observe students responding appropriately.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Ask for Directions or Information in a Public Place

Objective: Students will be able to ask for directions and information in public places.

Performance Criteria: This skill will be performed adequately when the student:

1. decides what directions or information may be needed.
2. identifies a likely source of direction or information (e.g. an information booth, a police officer, store clerk, or a passerby).
3. approaches individual.
4. makes a suitable greeting or interruption (e.g. "excuse me, sir", "May I bother you a second for some information?", etc.)
5. asks for the desired directions or information.
6. repeats the information or directions to the individual.
7. thanks the individual for the help provided.

Materials: Chalkboard, homework forms.

Procedures:

Step #1. Establishing the Need

a. Read the following vignette to the class:

Stuart's older brother was a member of the high school baseball team. That year the team was invited to play in the state championship tournament which was in the state's capital city. Stuart's parents allowed him to go to see the games with a friend of his so they could both watch their older brothers play ball. After watching the first game, the boys would have to wait four hours before the next game started. Stuart and his friend decided to take a walk to get a look at the city. They saw some interesting things; however, when it was time to back to the stadium, they didn't know where they were. Instead of asking, they started guessing how to get back. First, they went one way, then another, and the further they went, the more lost they got. As a last resort, they found a phone and called home. Stuart's parents had to drive a long way to the city, pick up Stuart and his friend, and take them home. Stuart's father decided that he couldn't go anywhere by himself for a whole year.

b. Ask students to reconstruct the story to make Stuart successful at finding his way back to the stadium. Through discussion, elicit that one possibility is to simply ask for directions.

c. Ask students to postulate some of the consequences for not knowing how to ask for directions in public. List consequences on the chalkboard.

Step #2. Identify the Skill Components

a. Tell students that some methods of asking for directions are more successful than others. Elicit or suggest that the following steps be followed.

1) Know where you need to go or what information you need.
2) Pick someone to ask (discuss some good choices).
3) Say "Excuse me, can you give me some directions?" (Discuss alternative introductions and write them on the board.)
4) Tell where you need to go or what you need to know.
5) Repeat the directions and say "Thank you".

Step #3. Model the Skill

a. Create a hypothetical situation which would be meaningful to your students and model the skill. Have a student provide directions.

b. Use the think aloud procedure to narrate the skill components.

Step #4. Role Play

a. Suggest some probable situations where students might need to ask for directions in public. Have each student role play a different situation with a partner or with you.

b. Some suggestions for role playing:

1) Asking a store clerk where to find something in a department or discount store.

2) Asking a passerby where a specific type of business might be found.
3) Asking in an office in a public building to find another office.
4) Asking a police officer for directions to get to a specific address.

c. Have students provide each other feedback.

d. Provide feedback and praise.

e. Have students evaluate their own performance.

Step #5. Practice

a. Assign homework using appropriate homework form. Direct students to practice the skill with a family member or a friend.

b. During the week of the lesson, challenge one or two of the students each day to demonstrate correct use of the skill. Provide feedback and praise.

c. Have the skill modeled at a skill review session.

d. Repeat the modeling and role playing step if students do not become proficient.

Step #6. Generalization

a. Take the class into the community and give them specific assignments. For example, take the class to the county administrative offices and have them find out where to pay taxes, register to vote, get a marriage license, etc.

b. Take students to a commercial district of the community and have them find specific business by asking for information and directions. Have students work in pairs where one asks for directions and the other uses a checklist to see if the steps are followed.

c. Ask students to self-report on skill use. Praise students for self-reporting.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Giving Directions

Objective: When asked, students will give directions that are understood.

Performance Criteria: This skill will be performed adequately when the student:

1. makes eye contact with the person making a request for directions.
2. listens to the person making a request for directions.
3. if necessary, asks additional questions for clarification.
4. repeats request to the individual.
5. decides that he or she knows the directions.
6. gives directions in clear voice including identifying reference points or suggest that the person asks someone else for directions.
7. repeats directions if necessary.

Materials: Chalkboard, homework form.

Procedures:

Step #1. Establishing the Need

a. Tell students that you are going to challenge them to follow some bad directions. Select students and then give them some ridiculous directions that result in bumping into walls or going around in circles.

b. Ask students to evaluate the quality of the directions you gave.

c. Pose some hypothetical questions or situations to the students where they identify the results of providing bad directions. For example:

   1) "What would happen if someone ran into the school building and asked where a phone was so they could call the police to stop a robbery at a house across the street and you gave them bad information?" Elicit that the thieves would get away.

2) "Suppose you were standing on the corner and someone drove up and asked you how to get to the nearest hospital because they had an emergency. What would happen if you told them the wrong direction?"

d. Through discussion, elicit that giving good directions is an important skill.

Step #2. Identify the Skill Components

a. Tell students that if they are careful to follow some procedures that they will not give bad directions.

b. List and discuss the following steps for following directions:

When asked directions:

1) Listen to what the person says.
2) Ask for more information, if necessary.
3) Repeat back to the person where they wish to go.
4) Decide if you know the directions.
5) Speak clearly and give the directions including:
    a) Tell where you are then.
    b) Tell what to look for.
    c) Tell the person if you don't know or are not sure.

c. Review and discuss all of the steps before going on.

Step #3. Model the Skill

a. Write requests for directions on 3 x 5 cards. Have students read the questions and then model the skill of providing directions.

b. Be sure to narrate each step through use of the think aloud procedure.

c. Model the skill a second time without narration and leave out a step. Ask students to identify the missing step.

Step #4. Role Play

a. Have students work in pairs one time and ask each other for directions.

b. After each pair tries giving directions, have them perform for the class. They should be directed to use the think aloud procedure.

c. Have classmates provide feedback and give your feedback.

d. Direct each student to evaluate his or her own performance.

Step #5. Practice

a. Direct students to complete homework by practicing the skill with a friend or family member and then filling in the homework form.

b. Periodically, challenge individual students to give directions. Provide feedback and praise.

c. Have the skill modeled at a skill review session.

Step #6. Generalization

a. Solicit the assistance of other school personnel in the special class to give direction.

b. Send notes home to parents describing the skill and ask that they challenge their own children to perform the skill.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Sportsmanship As a Participant in Games

Objective: Students will demonstrate good sportsmanship while participating in games.

Performance Criteria: This skill will be performed adequately when the student:

1. follows rules of games.
2. waits to take turn when appropriate.
3. treats opponents courteously by refraining from making berating comments.
4. treats teammates courteously by refraining from criticism during the game.
5. stays in game until the end.
6. continues to make an effort in a losing cause.
7. refrains from bragging when points or game are won.
8. congratulates opponent whether game is lost or not.

Materials: Chalkboard, a number of classroom or board games, homework form.

Procedures:

Step #1. Establishing the Need

a. Ask students why they think some people never get chosen or invited to play games. Elicit that some people are not asked to participate because they are not very good at the game. At that point, suggest that some people play the game good enough but still don't get invited. Suggest that an important part of game playing that needs to be practiced as much as the game itself is sportsmanship.

b. Ask students to relate examples of poor sportsmanship that may result in a person not getting invited to participate. Elicit examples such as bragging, ball hogging, criticizing teammates, getting angry when losing, and quitting before the game is over.

Step #2. Identify the Skill Components

a. Point out to the students that the purpose of the lesson is to practice sportsmanship.

b. Tell students that you are going to provide them with some hints for practicing good sportsmanship. List the following on the chalkboard and discuss each item.

1) Follow the rules of the game. (Discuss how cheating is an example of bad sportsmanship.)
2) Be courteous to teammates and opponents. (Discuss refraining from criticism and giving encouragement.)
3) Don't brag.
4) Keep trying and stay until the game is over.
5) Congratulate opponent when the game is over. (You may wish to put a list of acceptable congratulatory statements on the board.)

c. Have students write all of the hints down. Discuss good and bad examples of the hints listed.

Step #3. Model the Skill

a. In advance, set up a partially complete game (e.g. checkers) where you are sure to lose. Choose the most able student to be your opponent.

b. Use the think aloud procedure to narrate modeling the skill. For example:

"Gee, the rules of checkers say I have to jump. But if I jump him, he'll be able to double jump me. If I refuse to jump him, he probably will never play with me again, so I guess I'll follow the rules. It's only a game."

c. After modeling the skill, ask students to recall the steps they observed.

Step #4. Role Play

a. Have students get together in groups and divide into teams to play some type of game.

This could be cards, board games, or games of skill.

b. As the students play the game, have them check off all the skills they used in playing the game on the list that they copied from the board. You may wish to set a time limit to make sure that there is an acceptable end to some games.

c. Provide feedback to students while they are engaged in the game.

d. Have individual students tell how they are following the sportsmanship hints while participating in the game.

e. Have each group of students evaluate how they did while role playing the skill.

Step #5. Practice

a. Give students homework forms and ask them to complete them in a day or two.

b. Use some educational games in class such as competition between class members on math facts. Tell students that they are all going to be tested on their sportsmanship. Provide feedback and praise for correct performance of the skill.

c. Keep hints or rules of sportsmanship posted for at least a week and refer to it daily.

Step #6. Generalization

a. Make contact with PE teachers and inform them of the class lessons on sportsmanship. Ask that students occasionally be prompted and reinforced to demonstrate good sportsmanship.

b. Occasionally, ask students to self-report on their use of the skill.

c. During class activities, provide intermittent reinforcement when students demonstrate components of good sportsmanship.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Polite Behavior and Sportsmanship as a Spectator

Objective: Students will demonstrate good sportsmanship as a sports spectator.

Performance Criteria: This skill will be performed adequately when the student:

1. applauds the team (individual) he or she supports.
2. gives verbal credit to good play by members of opposing team.
3. refrains from using verbal taunts with members and fans of the opposing team.
4. remains seated so others can see.
5. refrains from yelling criticism at favored team.
6. refrains from taunting or yelling negative remarks at game officials.
7. refrains from cheering when a member of the opposing team is hurt.
8. refrains from arguing with supporters of the opposing team.
9. refrains from booing players and officials.
10. refrains from throwing objects or refuse onto the playing surface.

Materials: Video player and monitor or movie projector, video tape or film of a sporting event, chalkboard.

Procedures:

Step #1. Establishing the Need

a. Show 5 minutes of a video tape or film of a sporting event to the class. Tell the class that you will be playing the role of a poor sport in the spectator's section.

b. During the viewing of the sporting event do the following:

1) Talk loudly.
2) Block the vision of people.
3) Throw papers.
4) Complain about the officiating.
5) Boo individual players.

c. Ask class members to tell how they would enjoy attending a game near such an obnoxious spectator. Elicit that it would not be enjoyable.

d. Ask students what other people would think of them if they were impolite spectators. Elicit that others would not like them.

Step #2. Identify the Skill Components

a. Point out to the class that you will be teaching them spectator manners that are better than what they will see performed by many adults.

b. Present or elicit and discuss the following list of Do's and Don'ts for good spectator behavior:

Do's:

1) Be nice to the team (person) you want to win (i.e., applaud and cheer).
2) Say nice things about good play by members of both teams.
3) Be careful to sit so others can see.

Don'ts:

1) Yell mean things or argue with the fans of other teams.
2) Call the players bad names or boo at members of the team you like.
3) Yell at the officials.
4) Cheer when someone gets hurt.
5) Throw things onto the playing areas or in the stands.

c. Review the list of rules with the class and discuss examples of appropriate and inappropriate behavior.

Step #3. Model the Skill

a. Show the video tape or film again and model the skill.

b. During the modeling, use the think aloud procedure to narrate how the rules are being followed.

c. Discuss the modeled situation with the class.

Step #4. Role Play

a. Divide the class into supporters of the two different teams on the tape or film. Have students copy the list of rules from the chalkboard to use as their own self-monitoring checklist.

b. Show the film and have students check off all the rules that they followed during the viewing.

c. Have students evaluate their own performance and provide each student with feedback.

Step #5. Practice

a. Encourage all who can to attend an after school sporting event as a group. After attending, have students provide feedback to one another on how well they followed the rules.

b. Take class to watch a game being played in a physical education class. Provide each student with feedback on his or her performance.

c. Repeat the role playing in the classroom and provide students with feedback.

Step #6. Generalization

a. Have students find a partner and give each pair an assignment to attend a sporting event together. They will be responsible for rating each other's behavior on the list of rules. Each pair will be required to report back to class.

b. Ask teachers and other staff to give feedback to handicapped students on their sportsmanship as spectators.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Disposing of Waste Materials and Debris in Public Places

Objective: When in public, students will dispose of waste materials and debris in appropriate places and containers.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies at least two reasons for disposing of trash in proper receptacles.
2. identifies different types of waste receptacles.
3. places waste materials in trash receptacles when they are present.
4. identifies a means for avoiding littering when trash receptacles are not available.
5. refrains from throwing or dropping waste or debris on ground, floors, or in other inappropriate places.

Materials: Chalkboard, homework forms, waste material such as paper cups, soda cans, and paper wrappers.

Procedures:

Step #1. Establishing the Need

a. Create a hypothetical situation where all members of the class are adult members of a community. Give each of them some play or bogus money, and then have each student throw a piece of paper on the floor. Explain to the class that the space in the classroom where the papers had fallen is public property and that the community government would have to pay for the clean up. Ask or appoint a student to pick up the papers for pay. After the papers are picked up, assess each student a tax for paying for the clean up.

b. Ask students to identify the consequences for disposing of waste in improper ways. Elicit that litter may make public areas unsightly, that littering can result in fines, and that ultimately they or their parents will pay for the clean up.

c. Ask students what the consequences are likely to be for disposing of waste in proper containers. Elicit that public areas will be more attractive, that they will not have to pay for clean up, and they will not be subject to fines for littering.

d. Discuss where appropriate trash receptacles are found. Identify some places that waste can be disposed of when no trash cans are visible (e.g. look for dumpsters behind restaurants and stores, keep papers and cans in a vehicle, or in their purse until they get home).

Step #2. Identify the Skill Components

a. Elicit from the students or provide the following list of waste disposal rules:

1) Think about what will happen if you litter.
2) Look for a trash can.
3) Put the trash in the trash can.
4) If there is no trash can:
    a) Look for a dumpster behind a building.
    b) Keep the trash until you get home.

b. Discuss each of the steps and review them before modeling the skill.

Step #3. Model the Skill

a. Create a hypothetical situation and role play the skill. Use the think aloud procedure to narrate the modeling situation.

b. Possible modeling situations:

1) You finished a candy bar and need to dispose of the wrapper.
2) You finished a can of soda and need to dispose of the can.
3) You finished a soft drink taken out in a paper cup.
4) You have a receipt from a store that isn't necessary to keep.

Step #4. Role Play

a. Give each student a different hypothetical situation and have them demonstrate the skill. Insist that they think aloud as they role play.

b. Give each student feedback on their performance.

Step #5. Practice

a. Challenge students in class to demonstrate the skill by giving them some useless debris and telling them to take care of it. Give feedback and praise.

b. For a week, review the skill components daily.

c. Assign homework using the appropriate homework form.

Step #6. Generalization

a. Before a class field trip, review the skill components. Assign students to monitor each other's performance of the skill during the course of the field trip.

b. Ask students to self-report on their use of the skill. Provide feedback and praise for self-reporting.

c. Have students write the skill into their self-monitoring 3 x 5 card and record when the skill is used.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Respecting the Rights of Others in Public Places

Objective: Students will respect the rights of others in public places by acting courteously.

Performance Criteria: This skill will be performed adequately when the student:

1. takes turn in lines at stores, theaters, etc.
2. refrains from being excessively noisy in public.
3. leaves belongings of others alone.
4. refrains from disturbing or interrupting others.
5. refrains from use of vulgar language.
6. uses reasonable amount of space without blocking or interfering with others.
7. takes a moderate or reasonable amount of time to conduct business or use public conveniences.
8. refrains from nonhygenic behavior such as spitting, nose picking, coughing in peoples faces, etc.

Materials: Chalkboard, homework form, other props at teacher's discretion.

Procedures:

Step #1. Establishing the Need

a. Ask students to state what they think of the following hypothetical situations:

1) They are standing in line at a theater and three people cut in at the front of the line. Elicit from the students that this behavior is impolite and it violates the rights of others.

2) The students are sitting in a pizza restaurant carrying on a conversation. Some people at a nearby table begin making so much noise that your conversation is ruined. Elicit from students that this is rude public behavior and an infringement on the rights of others.

3) It's a hot day and each of the students would like a drink. There is only one drinking fountain and someone is at it but keeps drinking and drinking and won't give anyone else a chance to get a drink. Elicit from students that the individual was not respecting the rights of others to use a public facility.

b. Ask students what they think of individuals who violate the rights of others in public. Elicit that they do not like them and do not like to be around them.

c. Ask students how people are likely to think of them if they were to violate the rights of others in public places. Elicit that people will not like them and may not tolerate them.

d. Ask what happens when people are no longer willing to tolerate violation of their rights. Elicit that authorities are asked to remove the violator. For example, a manager throws a loud person out of a theater.

Step #2. Identifying the Skill Components

a. Ask students to assist in making a list of things that one should do to avoid violating the rights of others. Elicit or provide the following and discuss each one:

Do's:	Don'ts:
1) Take turn in line.	1) Be too noisy.
2) Leave other people's belongs alone.	2) Disturb or interrupt others.
3) Use only the space you need.	3) Use vulgar language.
4) Keep things sanitary.	

b. Be sure all of the items are well understood before going on.

Step #3. Model the Skill

a. Select a situation and model the skill. Use the think aloud procedure to narrate the behaviors that are to be avoided. A good example to model would be eating in a cafeteria because it entails waiting or taking turn in line, refraining from being noisy or interrupting others, and maintaining hygienic behavior.

b. Model the skill again under another simulated context. Make errors and have the students identify the errors.

c. Discuss the modeled situations with the class.

Step #4. Role Play

a. Set up the classroom to role play a public setting (e.g., a restaurant, picnic grounds, etc.). Divide students into groups of three or four and have them role play the appropriate behavior for the situation.

b. Direct students to think aloud about how they are refraining from violating other people's rights. Leave list on the chalkboard to cue them.

c. Provide students with feedback on their performance and have the remainder of the class provide feedback.

d. Have students evaluate themselves.

Step #5. Practice

a. Hand out homework forms and direct students to complete them after going out into public. This may include the school cafeteria.

b. Take class to the library or some other location in the school building and tell students that part of their assignment will be to practice respecting the rights of others. A discussion of the behaviors which are peculiar to the setting should occur beforehand.

c. Have the skill modeled during a skill review session.

d. Provide feedback to students being sure to reinforce good behavior in ways that all students will hear.

Step #6. Generalization

a. Occasionally, monitor student behavior in settings outside the classroom (e.g., school lunchroom, assemblies, etc.). Reinforce students for exhibiting appropriate behavior.

b. Ask other school officials, such as lunchroom monitors, the principal, and others, to occasionally praise the handicapped students for showing respect for other people's rights.

c. Take field trips to out-of-school locations. Give students a checklist of behaviors and have them evaluate their own performance.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Respecting Public Property

Objective: Students will respect public property by keeping public areas clean and refraining from inflicting damage.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies that public property belongs to all citizens including himself or herself.
2. identifies any mess or litter created by himself or herself.
3. picks up or cleans any area that he or she created mess or litter in.
4. refrains from throwing debris (i.e., pop cans, paper wrappers, cups, etc.) onto public property.
5. refrains from defacing (carving, writing on, or painting) public buildings or monuments.
6. refrains from willful damage of public property.

Materials: Chalkboard, situation cards

Procedures:

Step #1. Establishing the Need

a. If available, show film about vandalism. Have students discuss the consequences of damage to public property for the taxpayer, the students, and the person who damaged public property.

b. If no appropriate films are available, read the following account of a real event:

The Pop Top Problem

One of the major events of the 1960s was the production of pop and beer cans with "pop tops". These tops had a ring in the center and could be pulled to the side to open the can. At first these "pop tops" were very popular because a can opener was not needed.

A favorite place for people to take "pop top" cans was to the public beach. Unfortunately, some people were very careless with the tops. Instead of taking the tops home or throwing them in the trash, many people just threw these sharp little pieces of metal to the ground. It didn't take too long before people walking in the sand would cut their feet on the pop tops.

As time went on, many of the pop tops got rusty from laying in the sand. Rusty "pop tops" became just as dangerous as rusty nails. People who stepped on "pop tops" had to get tetanus shots. As a result of all the problems with cut feet, some communities had to close their beaches and go through considerable expense to send work crews out to sift all of the metal out of the sand.

As a result of careless behavior, many people could not use the beaches. In addition, taxpayers didn't get as much service for their money because they had to pay to have the beaches cleaned.

c. Ask students to think of other situations where mistreatment of public property could deny them and others some benefit. Elicit examples such as writing on restroom walls might end up in having public restrooms closed and leaving litter in public parks will cost their parents tax money.

Step #2. Identify the Skill Components

a. Point out to the students that they should remind themselves of what happens if they fail to treat public property appropriately. Put the following list on the chalkboard and discuss each item:

1) Ask yourself if you have created a mess.
2) Pick up or clean up any mess you make.
3) Be careful not to break things.
4) Never do harm to public property on purpose.

b. Review and discuss the list of items.

Step #3. Model the Skill

a. Create two or three hypothetical situations and model the skill.

b. The following suggested situations may be modeled:

1) Cleaning up mess after a picnic in a public park.

2) Resisting temptation to write on the locker room wall.
3) Being careful not to run through the flower beds around a public building.

c. Use the think aloud procedure to demonstrate the skill components and have student recall the skill components they observed.

d. Discuss the modeled situations and ask students to identify public property in the community.

Step #4. Role Play

a. Give each student a situation card describing their presence in a public place. Direct them to use the think aloud procedure to role play the skill.

b. Examples of situations.

1) You are walking through the park by yourself. Someone has written on the park bench "______________ school is no good. ______________ is the best". You are tempted to write on the bench to say that "_____________ is the best."
2) It is a hot day and you have just finished drinking a can of pop. The closest trash can is way across the field.
3) The spring flowers have just begun to bloom in the town square. You would love to have flowers like that to take home to your mom.
4) After using a public restroom, you notice that a water pipe has broken and water is running all over the floor.

Step #5. Practice

a. On a subsequent day or days, shuffle the situation cards and have students role play the skill again. Provide feedback and praise.

b. Assign students homework where they are to visit a public place and fill out the homework form.

c. Have one or two students model the skill at a skill review session.

Step #6. Generalization

a. Have students self-report on use of the skill. Praise student for self-reporting.

b. Give students assignments to go to a public setting with a partner and have the partners report on each other. Praise students when positive reports are received.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Audience Behavior

Objective: Students will demonstrate appropriate audience behavior.

Performance Criteria: This skill will be performed adequately when the student:

1. enters the auditorium or theater quietly.
2. asks if empty seats are taken and says "excuse me" or "pardon me" to people in same row that must be passed when proceeding to available seat.
3. takes available seat.
4. removes (when worn) hat which may obstruct the vision of a person sitting behind them.
5. refrains from talking once a speaker or performance begins.
6. remains seated during the entire course of a live performance.
7. applauds by clapping hands.
8. refrains from yelling or whistling.
9. exits row by following others out.
10. waits for opening to enter aisle.
11. refrains from pushing or running when exiting the theater.

Materials: Chairs that can be set up in rows or use of a school auditorium, chalkboard, record player, and records.

NOTE: This lesson is exemplary of a difficulty in direct instruction of social skills. The difficulty lies with the fact that you will be asking your handicapped students to behave better than their nonhandicapped peers. The skill in this lesson is important for adults and the writer believes it should be taught for preparation for adulthood.

Procedures:

Step #1. Establishing the Need

a. Ask one of the better readers in class to get up in front of class and read a poem or passage from a book. While the student is reading, talk to another student, walk around, and leave the room for a moment. As an alternative, show a film in class and be equally disruptive.

b. After creating this situation, ask students who they paid attention to--the reader or the noisy teacher. Elicit the teacher.

c. Ask students if you were exhibiting very good manners toward someone who was performing. Ask if you were exhibiting good manners toward the people who wanted to hear. Elicit that you were not.

d. Ask pupils to cite some examples of people they have observed in theaters or the school auditorium exhibiting poor audience behavior.

e. Ask students what can happen to people who talk all during a movie or run around in the theater. Elicit that they will be asked to leave. Point out that in some cases, the police have even been called.

Step #2. Identify the Skill Components

a. Tell students that as adults and responsible teenagers, that they will be expected to have good audience manners.

b. Present the following list of audience behaviors and discuss each one.

1) Enter the theater quietly.
2) Look for a seat and when necessary, ask if it is taken.
3) Excuse yourself if someone is sitting in the row.
4) Take off your hat.
5) Don't talk aloud once the show starts.
6) Stay in your seat until the show is over.
7) At live shows, applaud by clapping hands.
8) When leaving the theater, move slowly and avoid bumping into people.

c. After all the audience manners have been introduced and discussed, discuss some very discourteous behaviors that should be avoided such as putting gum under seats, yelling to friends, moving around, etc.

Step #3. Model the Skill

a. In class, set up a row or two of chairs and simulate a theater arrangement. Model the skill and narrate the steps by thinking aloud.

b. Model some different behaviors for a movie and again for a live performance. A live performance may be simulated by having a student play a record in front of the class.

Step #4. Role Play

a. In the classroom setting, establish situations where pupils in pairs must role play good audience manners.

b. Ask other students to provide feedback on their performance.

c. Each time a new pair role play, change the context. Use a movie, a concert, a play, a public speaker, and public performance by an acrobat or juggler as context examples.

d. Provide feedback to each student.

Step #5. Practice

a. After introducing the lesson in the classroom, take the class to the school auditorium or assembly area and role play the skill again. Be sure to provide students with feedback.

b. Assign homework to students to be accomplished during a school assembly. (Use general homework form.)

c. At a skill review session, have one or two students model the skill for the class.

d. Whenever there is a school assembly opportunity, review the audience manner rules and provide feedback to students on how they performed.

Step #6. Generalization

a. If it can be arranged, a field trip to a theater would help in the transfer of training. Give students a checklist of behaviors to evaluate their own performance.

b. Send a note home to parents. Ask that they have their children describe what good audience behaviors are.

c. Have pupils self-report on their opportunities to follow good audience behavior. Praise students for self-reporting.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Responding to Public Authority

Objective: When approached by a public authority, the students will respond to public authorities courteously and respectfully.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies who represents a public authority in a given situation (e.g., police, fireman, park ranger, facility manager, etc.).
2. looks at public authority when attention is demanded.
3. responds to public authority's directions or questions by:
    a. immediately following directions.
    b. emitting a respectful response such as "ok", "yes, sir/madame", or "yes, officer".
    c. giving an explanation.
4. refrains from arguing or making disrespectful comments to the public authority.

Materials: Chalkboard or poster board.

Procedures:

Step #1. Establishing the Need

a. Ask students if they know anyone who had ever gotten in trouble with a public authority. Examples may be getting kicked out of a public pool, being directed to leave a public gathering, being asked to leave a public recreation site such as a park, being arrested for trespassing, etc.

b. Discuss who the public authorities are in a variety of settings. Have students identify who the authorities are for the following:

1) Scene of an accident.
2) Inside a movie theater.
3) A city park.
4) A public swimming pool.
5) A video game parlor.
6) A restaurant.

7) A state park.
8) Scene of a fire or disaster.
9) A city street.

c. Discuss what some of the consequences might be for individuals who do not respond appropriately to a public authority. Elicit that a poor response may result in arrest, being barred from a facility, being removed from an event, or getting into more trouble than they already are.

d. Ask students to identify some consequences for responding nicely to public authorities. Elicit that if they are wrong, they may get a second chance or may be forgiven, they can continue to use and enjoy the facility or activity they are attending, and that public authorities will think well of them.

Step #2. Identify the Skill Components

a. Tell students that responding to public authorities is similar to what they know about responding to school authorities. Ask students to recall how they should respond and list on the board.

1) Look at the person (e.g., policeman, manager, etc.) when spoken to.
2) Follow directions right away or give an explanation.
3) Speak politely by saying "yes, sir" or "yes, officer".
4) Don't argue or talk back.

b. Have students discuss examples that go along with each rule for responding.

Step #3. Model the Skill

a. Create a hypothetical situation where an individual is likely to be approached by a public authority and model the response. Use the think aloud procedure to demonstrate what you are consciously not doing.

b. Some possible situations for modeling might be:

1) Participating in rough horse play at a public pool.

2) Picking flowers in a public park or garden.
3) Trespassing on private property.
4) Making noise in a movie theater.
5) Breaking the rules at a public skating rink.
6) Violating pedestrial laws on a city street.

c. Have students identify all the skill steps they observe.

Step #4. Role Play

a. Have students work in pairs and role play responding to public authorities. Have students suggest an appropriate situation, but it may be necessary for the teacher to suggest role playing situations. Make sure a variety of situations are role played.

b. Direct students to think aloud to demonstrate all the skill components.

c. Give students in the class feedback responsibilities.

d. Provide feedback and praise to students for their performances.

Step #5. Practice

a. During the week following introduction of the lesson, challenge each student with a hypothetical situation. Give students feedback on their responses.

b. Assign homework using the appropriate homework forms. Direct students to practice the skill with a friend or family member.

c. Have the skill modeled during a skill review session.

d. Repeat modeling and role play sequences if necessary.

Step #6. Generalization

a. Make arrangements with a public authority such as a community relations police officer to have the students practice the skill.

Meet the officer in a public setting and have each student role play with the policeman.

b. Periodically ask students to self-report on use of the skill. Praise students for reporting.

SOCIAL SKILLS LESSON--JUNIOR HIGH

Asserting Self to Gain Service in Place of Business

Objective: Students will assert themselves to gain service in a place of business.

Performance Criteria: This skill will be performed adequately when the student:

1. looks around to gain recognition of any customers who may have arrived earlier.
2. takes place in line if one is there or takes number if that is the procedure used in the place of business.
3. looks at each person arriving later.
4. makes self visible to clerk/receptionist/cashier, etc.
5. approaches clerk, etc. after earlier arrivals have been served.
6. intervenes if a later arriving customer is offered or attempts to gain service out of turn (uses acceptable polite intervention statement, e.g. "Excuse me, but I believe I am next.").
7. makes eye contact with clerk, etc.
8. states the service or product desired.
9. says "thank you" after being served.

Materials: Chalkboard, homework forms.

Procedures:

Step #1. Establishing the Need

a. Ask students to relate some personal experiences where they have had difficulty obtaining service in a place of business. If they offer few examples, ask specific questions such as:

"Has it ever taken a long time for you to be waited on in a restaurant?"

"Did you ever go to a barber/beauty shop and have someone get ahead of you?"

"Did you ever go into a department store and no one seemed to want to serve you?"

Elicit that most people have these kinds of experiences at some time or another.

b. Through discussion, elicit that the students have a right to be treated fairly in places of business and that it is sometimes necessary to be assertive to gain fair treatment.

Step #2. Identify the Skill Components

a. Either through discussion or presentation, write the following steps on the chalkboard:

1) Look to see who got there first.
2) Take your place in line or take a number if there are either.
3) Watch to see who comes in after you.
4) Make sure you can be seen.
5) When it's your turn, walk up to the business person (in restaurant, ask waiter/waitress to come to you).
6) If someone tries to take your turn, say "Excuse me, I believe it is my turn."
7) Look the business person in the eye.
8) Tell the business person what you want or show what you wish to buy.
9) Say "thank you" after you are served.

b. Discuss each of the steps and have students cite several different examples.

Step #3. Model the Skill

a. Create a simulated situation such as entering a bakery and model obtaining service. Students can play the part of the clerk and other customers. Narrate each of the skill components using the think aloud procedure. It will be necessary to coach some students through their roles.

b. Model the skill a second time, but change the context to a setting such as a restaurant or a bank.

c. Have students attempt to recall all of the steps they observed.

Step #4. Role Play

a. Create a simulated place of business and have students role play obtaining service. In each case have them deal with a person who attempts to gain service out of turn.

b. Make an attempt to change the context for each student.

c. Provide feedback to the students on their performance and have them evaluate their own performance.

Step #5. Practice

a. Assign homework to the students. Direct them to practice the skill at home or try it out in a real place of business. Use appropriate homework form.

b. During the week following introduction of the lesson, create different simulated settings and role play the skill. Be sure to provide feedback on your performance.

Some suggested practice simulations:

1) Obtaining service at the post office.
2) Purchasing an ice cream cone.
3) Gaining the attention of a waitress.
4) Stopping someone from going out of turn at a public medical clinic.

c. Have the skill modeled by a student during a skill review session.

Step #6. Generalization

a. As part of a field trip, stop at a place of business (e.g., an ice cream store) and have the students practice the skill.

b. Send notes home to parents asking that they send their children on errands with directions to practice the skill as well as make necessary purchases. Have students self-report on how they performed the skill.

SENIOR HIGH

Many skills listed at this level may be taught to younger students. To do so, teachers will need to select age appropriate examples and situations to provide proper motivation.

SOCIAL SKILLS LESSON--JUNIOR HIGH/HIGH SCHOOL

Using Free Time Productively (class time)

Objective: Students will identify and select appropriate use of free time in class and study halls.

Performance Criteria: This skill will be performed adequately when the student:

1. bring books and materials necessary for a specific class.
2. brings an additional book or material when they attend a class.
3. identifies classroom materials which may be used during periods of free time.
4. asks permission prior to engaging in appropriate behaviors.
5. selects a free time activity appropriate for class setting, when made available (e.g., a quiet activity in an academic class or a nonobtrusive activity in a vocational class).
6. refrains from interfering with other students.
7. gives appearance of being engaged in a productive activity.

NOTE: For some students, the teacher may wish to cover the lesson for staying on task.

Materials: Large sheet of paper, chalkboard, marking pens, small pieces of paper.

Procedures:

Step #1. Establishing the Need

a. Ask students a series of questions related to staying in good graces with their other teachers. These questions might be:

"Have you ever gotten into trouble for being noisy, fooling around, or doing nothing when your teacher gave you some free time in class?", "What do you think your study hall teacher thinks of you when you sit and do nothing?", or "How do you feel when you've got nothing to do?".

b. During discussion, elicit that not knowing how to use free time can cause students difficulty because teachers don't like noise and classmates don't like interruptions.

Step #2. Identify the Skill Components

a. Through discussion, ask students to think of procedures for using free time. The list should include:

1) Know the choices.
2) Have something with you to do.
3) Choose an activity that the teacher allows.
4) Ask permission to get materials.
5) Don't bother other people.

List procedures on the chalkboard.

b. Using a piece of poster paper, elicit from the students a menu of acceptable activities and materials which can be used during free time. Post the list.

Step #3. Model the Skill

a. Ask a student to play the role of teacher. Tell them to reprimand you for failing to follow the procedures listed on the board.

b. Set the stage. Tell students to imagine a situation where a test is being given and the person they are seeing finishes early.

c. Model the procedure and narrate each step of the correctly performed skill.

d. Model both correct and incorrect procedures and ask students to comment.

e. Model a situation when they have no materials in classroom which they can use. The situation requires that the student have something with them such as a book to read or homework to do.

Step #4. Role Play

a. Give students a short academic task at mastery level. Tell them that they should role play the skill of finding an appropriate activity and staying engaged.

b. As students finish the mastery level task, evaluate performance of the skill and provide feedback. Handing each student a note when they are appropriately engaged can be a quiet way to provide feedback.

Step #5. Practice

a. When the same group of students are present, announce that you will provide them with free class time and will be evaluating them for performance of appropriate use of free time.

b. Repeat in-class practice on several occasions. Every other time suspend the menu and have students find something to do without getting materials in the classroom. They must rely on what they brought with them.

c. Give students an out-of-class assignment. They are to make up a menu of acceptable free time activities. They may do this by interviewing the teacher or developing an inventory of activities and materials.

Step #6. Generalization

a. Provide a description of the skill taught to regular class teachers. Ask them to provide occasional praise for correct use of free time.

b. Have students report once a week on how they used the skill appropriately.

c. Continue to intermittently reinforce students for performing appropriately in the special class.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Dealing With an Accusation in School

Objective: Students will deal with accusations made by teachers or other school officials by choosing to honestly deny, explain, or apologize for behavior.

Performance Criteria: This skill will be performed adequately when the student:

1. decides if accusation is accurate or not.
2. decides if accusation was stated in a mean or constructive way. If it is constructive, says nothing.
3. decides if he or she is being mistreated by accuser.
4. thinks of an honest way to respond to accusation including:
   - a. denying it politely.
   - b. acknowledging accuracy of the accusation and explaining the circumstances.
   - c. acknowledging accuracy of the accusation and apologizing for actions.
   - d. acknowledging accuracy of accusation and offering to make correction or restitution.
   - e. denying accusation and asserting self in a nonoffensive manner.
   - f. denying accuracy of accusation and seeking support or corroboration on denial.
5. student refrains from responding dishonestly.
6. student chooses honest response to accusation.

Materials: Chalkboard, general homework forms.

Procedures:

Step #1. Establishing the Need

a. Select a student and pose a hypothetical problem to him or her. The problem may be something like: (student's name) you are in shop class and the teacher accuses you of cutting the wiring on an expensive piece of equipment. You didn't do it, but he thinks you did because you were assigned to work on that machine. Ask the student how he/she would respond to that accusation. Ask the other students to suggest other responses.

b. Select a second student and pose another hypothetical situation. In the case, the student is correctly accused of ruining a classmate's paper. Ask the student how he or she would respond. Ask other students for alternative responses.

c. Ask students what the consequences would be for:

   1) Yelling.
   2) Lying to school officials or teachers.

Step #2. Identify the Skill Components

a. Tell students that there are some best ways to respond to an accusation and that they have already mentioned some.

b. List the following steps on the chalkboard.

   1) Decide if the accusation is correct.
   2) Decide if it is necessary to respond.
   3) Think about a honest response including:
      a) Politely say you didn't do it.
      b) Agree you did it and tell why.
      c) Apologize for doing it.
      d) Say you did it and offer to fix problem.
      e) Politely tell teacher he or she is wrong and they should look elsewhere to find who created the problem.
      f) Say you didn't do it and get someone to stick up for you.
   4) Choose what to say.

c. Have students write the steps down on a general homework form.

Step #3. Model the Skill

a. First, model a response to a correct accusation.

   1) Select student to play the role of the principal. Give this student a line to read such as "I heard that you kicked in Sally's locker!"

2) Respond as the accused with an admission of guilt. Precede your response by thinking aloud about the consequences of lying.
3) After admitting guilt, choose to respond by explaining circumstance, apologizing, or offering to make repair.

b. Second, model response to an inaccurate accusation. Demonstrate a polite denial.

Step #4. Role Play

a. Describe hypothetical situations and then accuse a student of some action. Have the student role play his or her response by selecting one of the choices listed on the chalkboard.

b. Have students rotate through the roles creating a hypothetical situation for each student.

c. Have each student evaluate his or her own performance.

d. Provide feedback to each student on their performance and have the class discuss each hypothetical situation.

Ideas for hypothetical situations would be students accused of:

1) stealing money out of lockers
2) talking during a test
3) breaking school property
4) smoking in the restroom
5) cutting class
6) drinking beer at a school event

Step #5. Practice

a. Assign homework and tell students that they are to solicit the assistance of a family member to practice the skill. They are to complete the general homework form and turn it in. Discuss homework in class and provide students positive feedback.

b. At a planned review session, have students model skill and verbalize the skill components.

c. Test the students on intermittent occasions. Invent some excuse for accusing a student, see how he or she responds, and then provide feedback. Do not tell students that they are being tested until they respond. Make sure the tests are conducted in front of the rest of the class so all class members can model appropriate responses in the future.

Step #6. Generalization

a. Describe the lesson on responding to accusation to school officials, such as the principal, assistant principal, or counselor. Solicit their assistance and have them test the students with false accusations.

b. At self-reporting assignments, ask for students to volunteer how they handled real accusations.

c. Solicit the assistance of a school official to contrive some accusation for each student. Then have students called in one at a time and test them on the skill. Students should be provided feedback on their performance.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Dealing with Failure

Objective: The students will refrain from responding to failure in a negative manner.

Performance Criteria: This skill will be performed adequately when the student:

1. decides or recognizes that they have failed (e.g., interpersonal, academic, or athletics).
2. considers reasons for failure (e.g., bad luck, lack of skill, lack of effort, etc.).
3. refrains from verbally or physically expressing anger in an aggressive manner.
4. considers what can be done to avoid failure another time (e.g., practice, make more effort, get help, etc.).
5. decides whether or not to try again.
6. tries again or chooses to try something else.

Materials: Chalkboard, general homework form.

Procedures:

Step #1. Establishing the Need

a. Ask students if they have ever failed at anything. Elicit that they had.

b. Ask if they had ever gotten angry when they failed. Elicit that they probably had in some instances.

c. Ask students if they thought it had done them any good to get angry. Elicit that it had not.

d. If possible, procure a film which shows the negative consequences of becoming angry. There are some driver training films which depict that type of situation. After showing the film, discuss the consequences of dealing with failure poorly.

e. If no films are available, discuss the following vignettes with the students:

When Lou Howe turned 16, he went right down to the Motor Vehicle Office to take a test for a drivers' license. He thought he knew all the traffic laws, but when the test was graded, he had failed. He was so angry that he tore up the test and yelled at the lady behind the counter. He then demanded to take the test again. The lady told him to leave and that if he came back again, she would refuse to wait on him.

Cliff Brown wanted to get a date with Barbara. He waited until after school to walk her home. He asked her out, but she turned him down saying that she was already busy. Cliff didn't say much, but he didn't ask Barbara or any other girls out for a date again.

b. Ask students to respond differently than the individuals in the story. Through discussion elicit from the students that it is important to contain expressions of anger for failing and that it is important to try again.

Step #2. Identify the Skill Components

a. Tell students that you are going to list some helpful suggestions for dealing with failure. Discuss each step.

1) Decide that you failed (i.e., got turned down, received failing grade, made a bad play, lost a game, etc.).
2) Think about why you failed (discuss bad luck, lack of effort, lack of skill, etc.).
3) Hold your anger or frustration inside.
4) Think about what you can do to avoid failure next time (discuss practice, try harder, do something different, etc.).
5) Decide to try again or try something new.

b. Have students write the list on a general homework form.

Step #3. Model the Skill

a. Create a hypothetical situation where failure occurs. Model dealing with failure through use of the think aloud procedure.

b. Have student recall the steps you went through and discuss a second situation where those steps might be followed.

Step #4. Role Play

- a. Have students select a failure situation which could possibly occur in their lives (e.g., failing a test, failing to get a job, etc.).
- b. Have students think aloud as they demonstrate the skill.
- c. Have classmates provide feedback.
- d. Have students evaluate their own performance.

Step #5. Practice

- a. Have students fill out the general homework form and practice the skill at home.
- b. Challenge students with bogus failures on class work. Give students feedback and have them evaluate their own performance.
- c. Review the steps of the skill during skill review sessions.

Step #6. Generalization

- a. Ask regular classroom teachers to provide feedback to the handicapped students in cases where failure is evident.
- b. Ask students to report on how they handled failure experience. Praise self-reporting.

SOCIAL SKILLS LESSON--INTERMEDIATE

Dealing With Being Left Out

Objective: Students will be able to deal with being left out by finding a suitable option to become included or engaged in an alternative activity.

Performance Criteria: This skill will be performed adequately when the student:

1. decides if he or she is being left out.
2. thinks about why they might be left out.
3. considers options for dealing with being left out (e.g., waiting, leaving, telling others how you feel, finding another activity to engage in, or ask to be included).
4. chooses the best course of action.
5. refrains from sourful retreat.
6. refrains from expressing anger.

Materials: Chalkboard, general homework form.

Procedures:

Step #1. Establishing the Need

a. Read the following vignette to the students:

While standing around with some of the guys in his last period class, Jim was in the middle of a conversation where going to an away basketball game was being discussed. As the conversation progressed, the boys decided who would be driving, who would be riding, and when they would be picked up. When they got all done planning Jim had been left out. He wanted to go to the game with the guys, but the others never included him in the plans. Needless to say, Jim felt very bad about being left out.

Discuss with the students how Jim might have dealt with being left out of the trip to the ball game.

b. Through discussion, ask students to identify situations where they had been left out and how they felt about it.

Step #2. Identify the Skill Components

a. Tell students that there are some ways to deal with being left out. None will completely relieve this disappointment, but some of the options will enable them to decide on a course of action rather than just feeling sorry for themselves.

b. List and discuss the following steps on the chalkboard:

   1) Decide if you are being left out.
   2) Think about why you are being left out.
   3) Think about what can be done, e.g., waiting, leaving, telling how you feel, asking to be included, finding something else to do.
   4) Choose what to do.

c. Have students write the steps on a general homework form.

Step #3. Model the Skill

a. Using the think aloud procedure, model and narrate a situation where a student is left out. The modeling might be for being left out of a family activity, left out of a group activity, failure to be selected for a team, etc.

b. Ask students to evaluate the modeled situation to see if you followed all the procedures.

c. Change the context and model the skill a second time. Continue to use the thinking aloud procedure.

Step #4. Role Play

a. Ask students to think of a situation where they might have been left out. Have each student role play dealing with being left out for a situation they describe. Some situation which may be role played for being left out include:

   1) A game.
   2) A conversation.
   3) Group activity.

        4) Trip.
        5) Meeting.

    b. Provide students with feedback on their performance.

    c. Ask other students to provide feedback.

    d. Have the students evaluate their own performance.

Step #5. Practice

- a. Assign homework and tell students to do their homework out of class with a friend or a family member.
- b. At a skill review session, have a student model the skill for the class including the think aloud procedure.

Step #6. Generalization

- a. Ask students to report on themselves for following the steps to deal with being left out. Praise students for self-reporting.
- b. Have the lesson taught again by the school counselor with a different mix of students.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Expressing Feelings

Objective: Students will express their feelings after considering causes, acceptable expression, and consequences of expressing their feelings.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies the physical aspects of their feelings (e.g., tension, butterflies in stomach, exhaustion, shaky, nausea, etc.).
2. decides on the cause for their feelings.
3. labels the feeling, e.g., happy, sad, nervous, angry, scared, embarrassed, frustrated, etc.
4. considers ways of dealing with feelings, e.g., hard physical exercise, going for a walk, getting involved with a busy task, or expressing feelings to someone.
5. considers consequences of dealing with feelings in each of the different ways.
6. chooses a way to deal with feelings.
7. expresses feelings.

Materials: Chalkboard, homework forms.

Procedures:

Step #1. Establishing the Need

a. One way to begin discussion on expressing feelings is to show a portion of a film or read a portion of a story depicting a situation which necessitates dealing with one's feelings. Through discussion have students complete the story about how the individual dealt with his or her feelings.

b. Ask students to identify how people express their feelings. Elicit smile, laugh, cry, get angry, pout, fight, work off energy, etc. Write all the different responses on the chalkboard. Be sure to include actions such as physical exercise, getting busy on a task, walking away from an emotional situation, and talking things over with a friend.

c. After all the ways of expressing feelings are listed, ask students to identify those that are not socially acceptable. Cross out the ones identified as not acceptable such as crying in public and fighting.

Step #2. Identify the Skill Components

a. Tell students that you are presenting the steps a person should take when deciding how to express their feelings. List the following on the chalkboard and have students copy them down.

1) Ask yourself "What does my body feel like?"
2) Decide what caused you to feel the way you do.
3) Label how you feel (e.g., happy, nervous, etc.).
4) Choose how to deal with feelings (e.g., talk to friend, exercise, leave, etc.).
5) Consider the consequences of your choice (discuss acceptance, rejection, appreciation, empathy).
6) Express your feelings.

Step #3. Model the Skill

a. Establish a hypothetical situation where a person has just been told by their boy/girlfriend doesn't want to see them any more. Model the skill steps using the "think aloud" procedure.

b. Model the skill a second time for a different situation such as handling anxiety connected with having to take a test. Have students comment on the skill components which were demonstrated.

c. Have students suggest alternatives to the modeled response.

Step #4. Role Play

a. Create different hypothetical situations for each student to role play. Allow students to refer to responses listed on the chalkboard. Students should demonstrate each skill and use the "think aloud" procedure.

b. Have students evaluate their own performance.

c. Provide feedback to the student and discuss with the class other choices which could have been made.

Step #5. Practice

a. Assign students homework using the general homework form. They are to select one situation where they expressed their feelings.

b. On a subsequent day, quiz students orally on the skill components for expressing feelings. Repeat the role play and coach students to correct performance.

c. During a skills review session, have students role play the skills for other students.

Step #6. Generalization

a. From time to time, have students participate in self-reporting of the skill performance.

b. Have the school counselor or other adults, e.g., social worker, resource teacher, etc., reteach the skill in a different setting with a different mix of students.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Expressing Affection

Objective: Students will express affection in caring and nonamorous ways to peers, adult friends, and family members.

Performance Criteria: This skill will be performed adequately when he or she:

1. decides that they have a good feeling toward another person.
2. decides if the other person would like to know about the student's feelings.
3. considers the possible consequences for the person (e.g., happiness, returned affection, embarrassment, etc.).
4. chooses the best way to express feelings (i.e., say something, give something, or physical gesture).
5. chooses best time and place to express feelings.
6. expresses affection in a friendly way.
7. refrains from inappropriate physical contact (e.g., kissing, hanging on, hugging, leaning against, etc.).

Materials: Chalkboard, general homework forms.

Procedures:

Step #1. Establishing the Need

a. Read the following vignette to the students:

First, ask youngsters to think of someone they know who might behave similar to the person in the vignette.

Bob Brown's Problem Aunt

Isn't it funny? Every family seems to have one. We called ours Aunt Betty, the mad hugger. She really is a wonderful person and means well; but when you know she's coming, we all used to think of ways to get out of sight. If she saw you, it was time to get braced because Aunt Betty was sure to run up and give you a big hug and make some embarrassing comment. The one I used to hate most was when she called me a "lovely boy". I felt like she was calling me a flower or worse.

Ask students what Aunt Betty's failures were when she greeted her nephew. Elicit that she didn't judge whether or not Bob wanted to or would enjoy a hug and whether or not what she would say would make Bob feel good.

b. Read the following vignette to the students:

Gary Smith's Decision

Gary Smith was a typical high school student; but for all the time he had been in school, he had a hard time learning to read and writing was super hard. Gary nearly failed English class every year. In his sophomore year, his English teacher asked Andrea, a junior girl, to tutor Gary in English. At first, he was embarrassed to have another student tutor him, but he decided that it was better than failing. Everyday during study hall, Gary and Andrea worked at a round table in the counseling office. She was super. She never got impatient, and she never criticized. When Gary made a mistake, she would show him the right way to write or spell something and then have him practice the skill. Little by little, his writing got better and so did his grade in English. Gary was very thankful for Andrea's help and he wanted to show her how much he appreciated her help. He couldn't decide what to do.

Ask students to state how they would decide for Gary. Elicit from the students that he had several options. Write the options on the board. [This should include (1) saying something, (2) giving something, and (3) making a gesture of appreciation.] Ask students if they have ever wanted to express their good feeling toward someone else.

c. Through discussion, summarize with the students that expression of affection are not always well received and that they are likely to want to express their feelings at some time.

Step #2. Identify the Skill Components

a. Tell the students that there are a number of thinking steps which a person can take when deciding to express affection. List the following steps on the chalkboard and discuss each one:

1) Decide if you want to show your feelings.
2) Decide if the other person wants you to show your feelings.

3) Ask yourself what the other person will think. (Will they be happy? Will they be embarrassed? Will they return the affection?)
4) Choose the best time and place to show your feelings.
5) Try not to touch too much.
6) Show your feelings.

b. Have students writ the list on their general homework form.

Step #3. Model the Skill

a. Suggested settings:

1) Model a peer setting where the student wishes to express affection to a friend. The modeling might involve making a statement such as: "You know (student name), it's really nice having you around." Giving something such as a stick of gum along with a statement something like, "Here let this help brighten your day." Gesturing through physical contact with a light tap of a fist on the shoulder in a male-to-male interaction.
2) Model a student with adult setting where student expresses affection toward someone such as a youth leader, school counselor, or other person.
3) Model a situation in a family setting where the student expresses affection toward a parent.

b. When modeling, use the think aloud procedure to describe the thinking steps. Model all three ways of expressing affection.

c. Have students discuss the modeled situations.

Step #4. Role Play

a. Have students work in same sex pairs to demonstrate for the group how they might express affection for a friend. Describe a situation such as sitting in the cafeteria at lunch together and have students role play expressing affection in that setting.

b. After role playing, provide feedback to the students. Ask them to evaluate how they did and have other students provide feedback.

Step #5. Practice

a. Assign students homework where they are to practice expressing affection with a family member.

b. On a subsequent date, have class members role play expressing affection with an opposite sex partner. Begin the session with a review of the thinking steps. Follow practice of providing feedback to students.

c. Challenge individual students to demonstrate expressing affection. Give feedback and praise.

Step #6. Generalization

a. From time to time, ask students to report in class when they expressed affection and provide them social praise for self-reporting.

b. Have students go to another setting and have the school counselor reteach the lesson using somewhat different examples.

c. Ask other teachers to provide feedback to students.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Standing Up for a Friend

Objective: Students will stand up for a friend who has been treated unfairly.

Performance Criteria: This skill will be adequately performed when the student:

1. decides whether or not a friend has been treated unfairly by others.
2. decides the nature of the unfair treatment.
3. decides if the friend would want someone to stand up for him or her.
4. considers ways to stand up for a friend (e.g., asking for an apology, asking for redress, insisting on redress, asking or demanding an explanation).
5. decides on method to stand up for friend.
6. stands up for friend.
7. refrains from use of impolite or abusive language when standing up for friend.
8. refrains from overstating the issue.

Materials: Chalkboard.

Procedures:

Step #1. Establishing the Need

a. Tell a personal story about a friend who was treated unfairly by someone else. If you have no personal story to tell, read the following vignette to the class:

Carol was a small girl for being in tenth grade. As a result, she used to get knocked around a bit in places like the lunch line, passing through the halls, and during PE class. The worst times were during lunch when a couple of big bullies, both of them girls, would fool around in the hall until they saw Carol waiting in the line near the front. They would march over to Carol and say something like, "Oh, thanks for saving our places, Carol," and then they would cut in front of her. Poor Carol was afraid to say anything because at 4 feet, 10 inches and only 87 pounds, she didn't want those bullies to push her around.

b. Have student tell what they might do in Carol's behalf.

c. After telling or reading the vignette, ask students to tell about times when friends of theirs had been treated unfairly.

Elicit as many different kinds of examples with questions such as:

1) Have you ever seen a time when your brother or sister were treated unfairly?
2) Has a friend of yours been treated unfairly by a teacher or principal?
3) Did a clerk in a store ever treat someone you know unfairly?

d. Ask students to state whether or not they may have wanted to stand up for their friend.

Step #2. Identify the Skill Components

a. Tell students that you are going to give them some hints on how to go about standing up for a friend.

b. Write each of the following steps on the board one by one. Discuss each step with the class.

1) Decide if your friend has been treated unfairly. (Discuss examples of unfair treatment, e.g., teased, taken advantage of, punished too harshly, or wrongly accused.)
2) Decide how your friend has been mistreated.
3) Decide if your friend would want you to stand up for them. (Discuss looking for physical cues such as bewildered look, teary eyed, and frustrated look; discuss deciding whether or not the person is likely to stand up for themselves.)
4) Consider ways to stand up for a friend. (Discuss being polite, being assertive, and asking for explanations or redress.)
5) Choose a method for standing up for your friend.
6) Stand up for your friend.

c. Have students write the steps on a general homework form.

Step #3. Model the Skill

a. Create a senario which would likely occur in the school or community. Examples might be something like a friend being falsely accused by a teacher or a student rudely interrupts a friend who is speaking in a group.

b. Model the skill of standing up for a friend and think aloud each of the steps.

c. Model standing up for a friend a second time, but change the context from an in-school to an out-of-school setting.

d. Have students point out what steps were followed during the modeling.

Step #4. Role Play

a. Have students get together in groups of three. Direct them to pick out a situation that might happen to them and have them role play the situation in front of a class. Some of the groups will need prompting to select a situation.

b. Have students rotate through the roles.

c. Provide students feedback and ask them to provide feedback to one another.

d. Have students evaluate their own performance.

Step #5. Practice

a. On a subsequent day, follow the role playing procedure again. Be sure the steps are posted and students do the thinking aloud. Each role playing situation should be based on a different example. Prompt students to correct performance. Some suggested examples are a false accusation, taken advantage of, mistakenly mistreated (e.g., short-changed), excessively punished, teased, and called names.

b. Using the general homework form, have students write the steps on the homework form and accomplish the homework either with friends or family.

c. Warn students that sometime during the next week, you or a class member will be treating someone in class unfairly. They will be tested on whether or not they can appropriately stand up for a friend. On these occasions, provide feedback and praise for successful performance.

Step #6. Generalization

a. Solicit the cooperation of a counselor, assistant principal, or other teachers to set up challenge situations where students will be tested on their ability to stand up for a friend in locations outside the special classroom.

b. Have students self-report on times when they stood up for a friend. Praise them for reporting.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Asking for a Date

NOTE: Dating is a very complex activity and this lesson should only be considered as single component of the instruction which is necessary on the topic of dating.

Objective: Students will follow accepted sex role procedures in asking for a date.

NOTE: This lesson is premised on traditional sex role expectations for American adolescents. Different roles can be expected in different communities, geographic regions, and in different cultural groups. The writer is guilty of sexual stereotyping, but feels that the lessons are focused at students who often do not know when it is socially acceptable to step out of sex role stereotypes.

Males:

Performance Criteria: This skill will be performed adequately when the young man:

1. identifies a girl he would like to date.
2. identifies an outing or event to which he wishes to escort a young lady.
3. selects a time sufficiently in advance of the event to ask the girl out. (The more formal the event, the more advance notice is necessary.)
4. chooses how to approach the girl (e.g., in person or by telephone).
5. asks for a date, asks the girl to go out for a specific activity.
6. refrains from requesting that the girl just go out.
7. plans a response related to time, possible dress requirements, how long they will be out, etc.
8. has plan for contacting girl again if she says yes, but first must obtain parent permission.
9. makes cordial response if rejected by the girl (e.g., "Ok, maybe I'll try again some other time." or "I'm sorry you're tied up, see you at school. Bye.").

Females:

According to tradition dating procedures, girls have not been the initiators of dates except "dutch treat" dates. However, girls have traditionally made invitations to boys to accompany them to specific events to which the boys often have no open access.

Performance Criteria: This skill will be performed adequately when the young woman:

1. identifies a specific event or occasion she wishes to attend accompanied.
2. identifies a young man she would like to accompany her.
3. decides on how to contact the young man (in person or by phone).
4. after making contact, tells young man of the event or group activity and asks if he would like to escort her.

NOTE: An invitation to attend a specific event or group activity might also be an invitation to come to the girl's house to participate in some kind of activity, e.g., play video games, play ping pong, bake pizza, make things for school, etc.

5. Has a planned response to rejection.

Both Male and Female

Performance Criteria: This skill will be performed adequately when the student:

1. preliminary to dating, establishes an anticipated encounter (e.g., "Hi, Bob, are you going to the game tonight?" If yes, "Well, I'll probably see you there.")
2. if rejected, decides on another individual to ask for a date or make an invitation.
3. makes at least a second contact.

Materials: Chalkboard, phone props, homework forms.

Procedures:

Step #1. Establishing the Need

a. There are several films available on dating. These films can be used to provide both the need step and symbolic modeling.

b. Without films, ask students if they have ever missed out on an activity because they didn't have a date. If none have, tell them of someone who has. Tell them that it is something that most young people find difficult to do until they have had some practice.

c. Bring up the subject of getting turned down for a date or an invitation. Tell students that everyone gets turned down at some time or another and that they should try someone else rather than miss out on some activity.

Step #2. Identify the Skill Components

a. Tell students that there are some different procedures used by boys than girls, but they both get the job done. Some of the things are the same.

b. Tell students that one kind of boy/girl relationship that is easier to make than a date is an "anticipated encounter". Provide examples such as "Hi, Sue, will you be at Tim's surprise party?" If yes, "Well, see you there. I hope no one tells him about it." Other examples might be: "Are you going to (student name)'s after the game?", "Why don't you work with Mary and I at the school car wash?" Tell students that setting up anticipated encounters is one way to get to know each other better and you don't have to get turned down.

c. Tell students that it is often necessary to ask for a date or make an invitation. Make the distinction that in their parents' day, boys asked for dates and girls made invitations, but the results were the same. Put the following procedures on the chalkboard and discuss each step:

Boys

a. Choose who you'll ask out first or second.
b. Choose what you are going to do.
c. Pick a time in advance of the date (not too early, not too late).
d. Contact the girl (in person, by phone).
e. Ask girl to go out to do something specific (attend party, go to movie, go to dance, etc.)

f. If accepted, tell girl what time, the dress, and how long.
g. Know what to say when rejected (e.g., repeat request for a different day or something like "Maybe I'll try again later.").

Girls

(Invitation to something a boy cannot go to on his own or ask for a "dutch treat" date.)

a. Identify the social activity.
b. Choose which boy to ask first and second.
c. Choose how to contact the boy.
d. Ask boy to attend activity with you (need to be clear of boy's escort responsibility).

NOTE: Include here invitations to the girl's home.

e. Know what to say if rejected.
f. If necessary, ask second choice.

Step #3. Model the Skill

a. Boys: Either yourself or with assistance of a male staff member, model the procedures for asking for a date to attend a movie. Be specific about which movie, the time, and the day. Narrate each of the steps by thinking aloud.

b. Girls: Model or have modeled procedure of making an invitation. Again narrate the process. Model again the procedure of asking for a date on a "dutch treat" basis.

c. Ask students to comment on which skill steps were exhibited.

d. Have students copy down appropriate list.

Step #4. Role Play

a. Have each student role play a situation asking for a date or making an invitation. In each case, the invitation is accepted.

b. Ask each student to evaluate his or her performance and provide feedback.

c. Have each student role play again a different situation in which he or she is rejected. Provide feedback on their performance with special emphasis on how they handle rejection.

Step #5. Practice

a. At a scheduled review session, ask students to recite the appropriate procedures and have one or two students role play the procedures again.

b. Show films on dating and ask students to discuss how well the persons in the film made dating requests.

Step #6. Generalization

a. Announce to students events that will be coming up at school which might require a date. Encourage students to attend. This may include suggestions to girls that they invite boys who attend other schools or who have recently graduated.

b. Ask students to report on whether or not they attended certain social events. Praise them for asking for dates or making invitations.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Giving a Compliment

Objective: Students will select a reason for complimenting another person and make a sincere and friendly compliment.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies a person he/she wishes to compliment.
2. identifies a reason for complimenting (e.g., appearance, performance of a skill, or personal trait).
3. decides on how to word the compliment without feeling embarrassed.
4. chooses when to make compliment (when person is unoccupied or doing an activity which the person does well).
5. chooses where to give compliment (e.g., private place).
6. gives the compliment in clear and sincere voice.
7. pauses for individual to say thank you, make appreciation gesture (e.g., smile) or comment.

Materials: Chalkboard, homework form.

Procedures:

Step #1. Establishing the Need

a. Introduce the skill of giving compliments. Ask students to relate the usual outcomes of giving compliments. List the outcomes on the board. The list may include:

   1) Receiving a return compliment.
   2) Being better liked by the other person.
   3) Having the other person develop an interest in the complimenter.
   4) Show other person that they are liked.
   5) Makes person feel good abut him/herself.

b. Ask students to identify which people it may be helpful for them to compliment. Elicit a list of individuals including parents, siblings, peers, teachers, and adults they come in contact with.

Step #2. Identify the Skill Components

a. Through discussion elicit from students a list of necessary overt and covert steps to giving a compliment. Attempt to elicit the list similar to the one listed below:

1) Pick out who you will compliment.
2) Choose why you want to compliment.
3) Choose what to say.
4) Pick a time and a place to compliment.
5) Compliment the person.

b. Alternative. As an alternative to the procedure cited above, provide students with the task analysis of the steps for giving a compliment. Discuss each of the steps and options contained in them.

c. Ask students to imagine where and how they might use the skill.

Step #3. Model the Skill

a. Set the stage for modeling the skill by telling students that you are going to perform the thinking steps aloud.

b. Identify a situation where a person is deserving of a compliment. Identify a student to play the role of the compliment receiver.

c. Model complimenting behavior three or four times using different examples. Label each of the steps and perform the covert component aloud.

d. Model the skill without narration and ask students to label the components.

Step #4. Role Play

a. Have students work in groups of three or four and role play complimenting a peer, a teacher, and a family member.

b. Have students provide each other feedback.

c. Have each student evaluate his own performance of the skill.

d. The teacher monitors the groups and provides feedback and reinforcement to students engaged in the role play situation.

Step #5. Practice

a. Assign homework using the homework report forms. The students are to complete homework forms for complimenting two peers and one adult.

b. When homework is completed, hold a discussion with class to discuss how well things went and how the person being complimented responded.

c. Distributed throughout the year, repeat classroom role playing of compliment giving at lest three more times.

Step #6. Generalization

a. Reinforce students observed making compliments outside of class.

b. Hold a self-reporting meeting and have pupils report orally on their use of complimenting skills and other skills taught through direct instruction.

c. Provide regular class teachers with information related to complimenting lesson. Ask them to intermittently reinforce the behavior.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Making a Complaint

Objective: Students will be able to make complaints to public authorities and merchants.

Performance Criteria: This skill will be performed adequately when the student:

1. perceives that he/she has been provided an inadequate service or product.
2. identifies positive and negative consequences of making a complaint.
3. decides as to whether or not he/she should make a complaint.
4. identifies to whom the complaint should be made.
5. poses confident and assertive demeanor.
    a. stands with shoulders straight and back.
    b. refrains from gestures indicating tension (i.e., clenched fist, pointing finger, etc.).
6. has three stock phrases or leads to preface making a polite complaint (e.g., "Pardon me, I have a problem").
7. speaks loud enough for complaint to be heard.
8. remains until a satisfactory response to complaint is given.
9. if a satisfactory response to complaint is not provided, obtains information from initial contact to register complaint to next person of higher authority.
10. if student is not able to get satisfactory response to complaint, seeks the advise or assistance of an advocate.

Materials: Chalkboard.

Procedures:

Step #1. Establishing the Need

a. Ask the class to identify any time when they received poor service or a bad product.

b. Ask students if they have had the experience of not being waited on in a restaurant for an unreasonable length of time. Provide example of when someone who came in after them was waited on first. Ask them if they did anything about their unfair treatment. If they did, get them to state what they did.

Step #2. Identify the Skill Components

a. Tell students that you will be working on the skill of complaint making. Ask students to state what steps they think a person should take to make a complaint. List their responses on the chalkboard. Elicit the following to include in the list.

1) Think about what good a complaint may make.
2) Pick out who to complain to.
3) Stand up straight, look the person in the eye, and speak up.
4) Be polite.
5) Keep trying until you get a good answer.

b. Have students write the steps on the general homework form.

Step #3. Model the Skill

a. Explain that you are going to simulate and narrate the complaint making procedure for a situation in which you were sold a record which was warped. Narrate and perform the following steps.

1) "This record I just bought is bent."
2) "I think I'd like to make a complaint."
3) "First, I better think if making a complaint will do any good."
    a) "If I make a complaint, can anything bad happen to me? No."
    b) "If I make a complaint, I could: (1) get my money back, (2) get a better copy of the record, or (3) have wasted my time if the store doesn't do anything."
4) "I think I'll make the complaint; it won't take much time."
5) "At the store, I'll start by making my complaint to the clerk and try the manager if the clerk can't help."
6) Begin complaint with a nonoffensive lead-in (e.g., "I discovered a problem with a purchase I made here; I was hoping you could help.").

7) Model confident demeanor, pointing out the specifics of posture, voice loudness, etc.
8) Follow modeling until a positive response is received.

Step #4. Role Play

a. Prior to role playing, go over a few nonoffensive lead-ins for making a complaint. These might be:

"Excuse me, I have a problem and I'd like to know if you can help."

"Pardon me, sir, I wish to make a complaint."

"Good morning, my name is (student name), and I would like speak to someone who can take care of a complaint."

Put example on the chalkboard and tell students that they should try a number of different lead-ins.

b. Divide students into groups of 3 or 4 and have them role play making complaints about being overcharged, not being treated politely, sold a product that didn't work, and a rule that was unfair. The students are to rotate through the roles until all four examples have been role played.

c. During the role play, students are to provide feedback on the complaint making skills of group members.

d. During role play, the teacher rotates from group to group giving feedback.

e. Poor examples should be stopped and started over.

Step #5. Practice

a. Make an arrangement with another teacher, the principal, a counselor, the food service manager, or some other person in the school to participate in this complaint making exercise. Provide the cooperative individual with a description of the skill that's being worked on.

Give the students an assignment to make a complaint to the cooperative school official. The complaints should be appropriate for the position of the person they are complaining to. An example of an appropriate complaint would be complaining to the counselors that representatives from colleges often come to school, but they almost never bring in representatives from companies where a young person can get on-the-job training.

b. Ask cooperating school officials for feedback and have students report on themselves.

c. Review the steps for making complaints on an intermittent basis.

Step #6. Generalization

a. Arrange to have a skill report session with the class where students are asked to report on when they made a complaint. Reinforce students with praise for making complaints. Ask them to tell how they made their complaints nonoffensive.

b. Send notes home to parents to encourage their son or daughter to make complaints when it is appropriate.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Responding to Constructive Criticism

Objective: Students will respond politely to constructive criticism.

Performance Criteria: This skill will be performed adequately when the student:

1. attends to teacher, tutor, or school official offering constructive criticism.
2. discriminates between constructive and destructive criticism.
3. refrains from arguing with speaker.
4. refrains from angry gestures when criticized.
5. if needed, asks for clarifying information or instruction.
6. if possible, endeavors to make corrections.

Materials: Chalkboard, general homework form.

Procedures:

Step #1. Establishing the Need

a. Ask students if they have ever criticized what others were doing. Ask them if that criticism has ever helped the other person correct a mistake or learn how to do something better. Elicit that criticism is often meant to be helpful.

b. Ask students what it feels like when they are criticized. Ask specifically if they sometimes feel insulted or angry when criticized or corrected. Ask them if they know the difference between constructive criticism and mean criticism.

c. Define constructive criticism as "criticism received on something that they are doing or have done and is meant to improve what you are doing". Define destructive criticism as "negative comments on something which cannot be helped". Give examples similar to the following:

Constructive:

"John, you made a mistake on problem number seven."
"Ann, the way you comb your hair is not very neat."
"Paul, when you are writing a paragraph, you should not start all of the sentences with the word 'I'."

Destructive:

"John, you look ugly in glasses."
"Bill, you are stupid."

d. Through discussion, elicit from students that reacting angrily to constructive criticism has negative consequences. The negative consequences may be that they will not learn from the criticism or they may start an argument which will reduce the amount of help a teacher would want to give a student.

Step #2. Identify the Skill Components

a. Present the following steps to the students:

1) Listen to the person making a criticism.
2) Decide if it is constructive or not.
3) Don't argue.
4) Don't look angry.
5) If needed, ask for help or more information.
6) Try to make a correction.

b. Write the list on the chalkboard.

c. Have students copy the steps on a 3 x 5 skill card and on a general homework form.

Step #3. Model the Skill

a. Collaborate with a student to act the part of a teacher and you take the role of a student. Establish the situation where the person playing the part of the student makes a mistake while working on the board. The person playing the teacher criticizes and then the skill is modeled. While modeling, narrate each of the steps by telling the class that you are thinking aloud.

b. Repeat the modeling for a different type of criticism. This time identify the critic as the school nurse. Provide a written version of a statement such as "(Student name), you have a body odor problem. It is important for you to use a deodorant." Model the skill using the think aloud process. Be sure to include a question asking for more information such as "Maybe I don't use one enough. How often should I use a deodorant?"

c. Have students discuss what kind of feelings a person might have when told they don't smell good. Emphasize the constructive nature of the criticism. Ask students to repeat which steps of the skill were exhibited during the modeling.

Step #4. Role Play

a. Put students in pairs to role play responding to constructive criticism. Have them each practice responding to criticism with their partner.

b. After students have role played with a partner, create hypothetical situations for each team to role play responding to constructive criticism. Some suggested hypothetical situations are:

1) Student comes to school wearing shower clogs instead of shoes (issue is socially acceptable school dress).
2) Student makes an error while trying to fill out a form.
3) Student is wasting time given to work on homework.
4) Student is corrected for inappropriate use of a shop tool.
5) Student is corrected for making an out-of-context remark in a social studies class.

c. Have students evaluate how they performed and provide feedback on their skill performance.

Step #5. Practice

a. Assign homework. Provide students with homework forms and suggest that they practice with a friend or family member.

b. Repeat the role playing situation during a social skills review session.

c. Test students by giving them constructive criticism during academic instruction. Praise students for correct performance. Ask other students to recite the steps the individual performed to receive the praise.

d. For some particularly difficult or sensitive students, tell them that you want them to practice the skill and that you will criticize something they are doing at that moment. This can be done during the two weeks subsequent to the lesson's presentation.

Step #6. Generalization

a. Provide regular class teachers serving handicapped students with information on the responding behavior taught in the special class. Ask the general educators to provide feedback to students on their appropriate response to constructive criticism.

b. At a self-reporting session, ask students to report on how they handled criticism. Praise students for reporting and for reporting appropriate responding.

c. In conjunction with other social skill lessons, begin a procedure where students are told to compliment themselves or reward themselves whenever they perform a specific skill.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Recognizing Feelings of Others

Objective: Students will recognize the feelings of others by watching for physical cues and language cues of their feelings.

Performance Criteria: This skill will be performed adequately when the student:

1. watches the other person to identify facial expressions and posture which is indicative of different feelings.
2. identifies verbal behavior which is indicative of different feelings.
3. labels the feeling indicated by physical and verbal cues.
4. considers ways to communicate understanding of the person's feelings.
5. decides on ways to respond to the person's feelings (e.g., touching the person, telling them, or leaving the person alone).

Materials: Chalkboard, photographs, homework forms.

Procedures:

Step #1. Establishing the Need

a. Ask students to tell how they like to be treated when they are unhappy or they are worried. Ask if they think it is important to be sensitive to other people's feelings.

b. Through discussion, elicit that sometimes a person can be helped, arguments can be avoided, or a student can get some assistance from the person. Provide examples such as cheering up a sad friend, avoiding a conflict with a grumpy friend, or seeing that someone feels pretty good, it might be the time to ask the person to help the student with his or her homework.

Step #2. Identifying the Skill Components

a. Present the following steps to the students and have them copy the list from the chalkboard:

1) Look at the person's facial expression.
2) Look at the person's posture.
3) Listen to what the person sounds like (such as high pitch, fast speech, stutters).
4) Say to yourself how that person is feeling.
5) Decide what to do or say (such as touch them, talk to them, or leave them alone).

Step #3. Model the Skill

a. This skill may be modeled live or through symbolic modeling. The symbolic models may be photographs and tape recordings or video tapes and films. These will be the subjects for modeling interpretation of another person's feelings.

b. By exhibiting pictures or through use of a live model, narrate the skill steps for interpreting and responding to a person's feelings. Do this for several different emotions. A second competent adult may be needed to carry out live modeling.

c. Discuss with the class to see if their interpretations and decisions are the same as theirs.

Step #4. Role Play

a. Exhibit a number of physical and verbal behaviors and have students individually interpret what they see and decide what to do.

b. Provide feedback to the students and discuss the judgments made by students.

Step #5. Practice

a. Provide students with copies of a number of different pictures and have them record what they think the other person is feeling and what they would do about it. These also might be slides shown in class.

b. Assign homework. The homework form is self-explanatory.

Step #6. Generalization

a. Tell students that you would like the students to perform the skill at least 5 times when they are outside of class. They are to use their self-monitoring cards to keep track of each time they use the skill. Provide a reward or social praise to students who can report using the skill.

b. Take an opportunity to visit students while in the lunchroom, hallways, or other nonclass settings and ask the students to interpret the feelings of other individuals who may be visible. Praise students when they are able to interpret those physical manifestations of emotions.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Respecting Space of Others

Objective: Students will select correct distances from others depending on the social setting.

Performance Criteria: This skill will be performed adequately when the student:

1. maintains an appropriate distance for one-to-one interactions of 1 1/2 - 3 feet.
2. maintains space of an arm's length when working with individuals independently.
3. maintains space of an arm's length when walking behind someone.
4. decides when it is appropriate to violate rules for maintaining distance.

Materials: Several chairs, chalkboard, general homework forms.

Procedures:

Step #1. Establishing the Need

a. Through class discussion, elicit from students what amount of space they find as offensive. A question might be asked such as, "What do you think of people who stick their face right in front of yours when they talk to you?" and "What do you think of people who always stand off when they speak to you?" "Do you like to have some space around you when you are around people you don't know too well?" Elicit that standing too close is offensive and makes a person appear aggressive. Elicit that standing too far away makes a person appear as if they don't like who they are speaking to.

b. Ask students to list times when being very close to another person cannot be helped. Elicit such times as riding a crowded bus, sitting next to one another in the cafeteria, etc.

c. Point out the need for making any distinctions in determining the space that should be respected.

Step #2. Identify the Skill Components

a. Propose the following rule and write it on the board:

Except when it cannot be helped:

1) allow at least one half arm's length of space for close friends.
2) allow a full arm's length for most people.

Step #3. Model the Skill

a. Identify one of the students to act as a friend of the teacher. Demonstrate appropriate distance and angle, i.e., the distance should be greater than distance a person can reach with his or her arm at side with forearm pointing forward. Stand at slight angle to person.

b. Designate a second student as a school official or a stranger and then model standing at least an arm's length away to ask a question.

c. Narrate the procedures.

d. Set chairs up in rows to simulate a theater. Model choosing a seat when there are a number of vacant seats. Change the chair arrangements and model choosing a seat on a relatively empty bus. In each case narrate use of the arm's length rule.

Step #4. Role Play

a. Assign students to groups of three.

b. One student is to remain stationary, a second establishes appropriate conversational distances for friends and others, and the third student is to evaluate the success of their distance estimating. Roles should be rotated and done again.

c. Using the chairs in the bus simulation arrangement, have two students model for the class appropriate seat selection for a nearly empty bus and then again for a nearly full bus.

Step #5. Practice

a. Assign students homework where they are to record at least two times when they had to decide on how much space to allow.

b. Hold class discussion about other kinds of space that should be respected. These will include a neighbor's home and yard, a fellow student's locker, a fellow student's assigned seat or work area, a co-worker's assigned work space. Have students describe when the arm length rule should be applied.

Step #6. Generalization

a. Provide praise to students whom you see respecting space of other students in the hallways and other areas of the school.

b. Inform regular class teachers of the lessons on respecting space and ask them to prompt students who are violating the space rule. A typical prompt might be "Show me how that arm's length rule works."

c. Have students list the skill steps on skill monitoring card and record when the skill is used.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Responding to Peer Pressure

Objective: Students will be able to identify and select ways for dealing with peer pressure.

Performance Criteria: This skill will be performed adequately when the student:

1. recognizes that pressure is being applied by an individual or a group.
2. considers consequences of yielding to peer pressure.
3. decides if acquiescence to group pressure would be in his or her own best interest.
4. decides how to respond to pressure (yields, resists, delays, avoids, negotiates, or asserts self).
5. tells peer(s) what decision has been made.

Materials: General homework form, chalkboard, teacher-selected films, and written materials.

Procedures:

Step #1. Establishing the Need

a. There are many good materials which can be used to help establish the need. Look for locally available films and filmstrips on the topic. Many of these films relate to the avoidance of tobacco and drug use. Many written materials on dealing with peer pressure are available from the National Institute on Drug Abuse.

b. After showing a film or reviewing materials, ask students if they ever have difficulty dealing with peer pressure.

Step #2. Identify the Skill Components

a. Through discussion, establish the fact that it is often important to practice skills that are sometimes difficult to perform.

b. Write the following skill components on the board and discuss each one:

1) Decide whether or not someone is pressuring you. (Discuss ways to determine e.g., are you being asked repeatedly, are you being made fun of for not going along, etc.)
2) Think about what could happen if you go along.
3) Decide if going along will be good or bad for you.
4) Decide how to respond to the pressure (list options on the board).
5) Say what you intend to do and do it.

c. Have the students write the five steps of the skill on a general homework form.

Step #3. Model the Skill

a. Create a hypothetical situation which is likely to be relevant to your students. The situation may vary from pressures to staying out late to illicit drug use. When modeling this skill, the assistance of a second adult or an articulate student may be necessary.

Suggested modeled situations:

1) Peer pressure to stay out late.
2) Pressure to spend money needed for something.
3) Pressure to commit vandalism.
4) Pressure to drink alcohol.
5) Pressure to do something distasteful.
6) Pressure to do someone else's work.

b. Narrate the steps through use of the think aloud procedure.

c. Repeat the modeling and ask the students what skill components were exercised during the modeling session.

Step #4. Role Play

a. Have pupils identify situations where they might receive peer pressure and role play dealing with pressure.

b. Instruct students to think the skill steps aloud.

c. Reinforce performance of each skill component and have the students evaluate their performance.

d. Have students provide feedback to one another.

Step #5. Practice

a. Assign students homework. They are to practice the skill with a family member or a friend.

b. Have one or two students model the skill during a skill review session. Give students feedback on their performance.

c. From time to time, review the skill and reteach if necessary.

Step #6. Generalization

a. Ask students to self-report on their responses to peer pressure.

b. Contact parents and inform them of the purpose of the peer pressure lessons. Ask that they occasionally reinforce their children's good behavior with comments such as "I am proud of the fact that you don't always go along with the crowd" or "I'm happy that you know how to make up your own mind about what's right and what's wrong."

SOCIAL SKILLS LESSON--HIGH SCHOOL

Dealing With an Angry Person

Objective: Students will deal with angry persons by choosing an appropriate response for the situation.

Performance Criteria: This skill will be performed adequately when the student:

1. recognizes that the other person is angry.
2. listens to the angry person.
3. thinks about what the angry person says.
4. asks questions to get explanations of the anger provoking situation.
5. considers ways of dealing with the person's anger including:
   a. listening without comment.
   b. expressing empathy.
   c. ignoring the person.
   d. doing something to correct the problem.
   e. being assertive.
6. chooses a course of action.

Materials: General homework form, chalkboard, 3x5 cards with situation written on them.

Procedures:

Step #1. Establishing the Need

a. Ask students to cite examples of angry people they have seen. Listen to their example and ask some specific questions related to parents being angry with children, teachers being angry with students, and friends being angry for a variety of reasons.

b. Ask students what they would do in a variety of hypothetical situations. For example:

   1) "What would you do if your mother came home from work and was angry because no one had cleaned anything up?"
   2) "Suppose your friend was angry because they were insulted in the lunchrooms. What would you do or say?"
   3) "How would you act when you are with a friend who is angry because his or her parents grounded them?"

4) "What would you say to an angry friend who had just been fired from their job?"

c. Through discussion, point out the need for knowing how to deal with an angry person.

Step #2. Identify the Skill Components

a. Tell students that there are some successful ways to deal with an angry person and that you will list them on the chalkboard.

b. Have students copy the following steps on a general homework form:

1) Decide that the person is angry.
2) Listen to the person.
3) Think about what they say.
4) Ask for more information. (Discuss ways to ask for information, i.e. "When did it happen?", "Who was there?", etc.)
5) Think about what to do or say. (Discuss and list options on chalkboard including: listening, ignoring, expressing empathy, doing something to correct the problem, or being assertive.)
6) Decide what to do or say.

c. Be sure that each step is discussed and reviewed. Have students write the steps on a general homework form.

Step #3. Model the Skill

a. Select a student to model being angry. Provide the student with a 3 x 5 card which they can read to express anger. A situation which would appear likely in the student's community would be best, but the following examples may be suitable:

Darn, that Mr. Johnson. He gives so much homework. I can't do all that homework. I can't stand that guy.

Every time I try to talk with Jill, that Carol B. has to butt in. Then she doesn't give anyone a chance to talk.

b. Model responding to the situation on the card. Use the think aloud procedure to narrate each of the skill components.

c. Repeat the modeled situation, but change the response. Have students discuss what might be the effect of other responses.

Step #4. Role Play the Situation

a. Have students select a situation where they are likely to be confronted with an angry person. Then have them select a person to role play being angry. The student should then role play responding to an angry person and demonstrate the skill components by thinking aloud.

b. Have students rotate through the roles.

c. Provide each student with feedback on their performance. Also have the other students provide feedback.

d. Have the students evaluate their own performance.

Step #5. Practice

a. During the week following introduction of the lesson, challenge individual students to demonstrate the skill in a variety of simulated-up situations. Provide students feedback and praise correct performance of the skill.

b. Direct students to practice the skill with a friend or family member and complete the general homework form.

c. Have the skill modeled during a skill review session on a later date.

Step #6. Generalization

a. Have students self-report on using the skill. Praise students for self-reporting.

b. Ask the assistance of a counselor or another teacher to challenge the students and provide feedback.

c. Ask the school counselor or other staff member to reteach the lesson in a different setting with a different set of students present.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Making Refusals

Objective: Students will make polite refusals to sales, supervisory, and other individuals making unreasonable requests.

Performance Criteria: This skill will be performed adequately when the student:

1. considers whether or not a request is in own best interest.
2. identifies request as unreasonable or not in own interest.
3. identifies requester as person who may be asking for something out of self interest.
4. decides to make a refusal.
5. considers polite ways to make a refusal (e.g. delaying decision indefinitely, refusing directly, insisting on counsel before making decision).
6. chooses method to make refusal.
7. makes refusal.

Materials: Chalkboard, general homework form, magazine ads for luxuries (e.g., motorcycles, clothes, etc.).

Procedures:

Step #1. Establishing the Need

a. Ask students to state which TV commercials they like the best and the least. Ask them why commercials are made. Elicit that companies want their money.

b. Ask students if they really need all the things being advertised. Elicit that they do not need everything advertised.

c. Point out the similarities of dealing with a salesperson and listening to advertising. A salesperson is advertising or asking you to make a purchase in person. The difference with a salesperson is that when they ask a person to buy something, the person must make a refusal.

d. Ask the students if they ever heard of people who had good jobs, but spent too much money and could not pay their bills. Elicit that there are such people, and point out that these are the people who cannot say no to salesmen.

e. Tell students that it is not only necessary to make refusals to salesmen. Ask the students for input on other occasions where it is necessary to make refusals. List possible circumstances on board. Possible circumstances may include:

1) A boss asks you to do more than your share of work.
2) A friend tries to get you to do something illegal.
3) A person tries to take advantage of you.
4) A neighbor who doesn't return things attempts to borrow something.

Step #2. Identify the Skill Components

a. Tell students that making refusals is a very important life-long skill and that they will be more tactful and better at it if they practice the skill. Present the following skill components one at a time and discuss each one.

1) When asked to buy something or do something, think about whether or not it will be good for you.
2) Think about why the person is making the request.
3) If you think best, decide to refuse.
4) Think about a polite way to refuse. (Discuss and list on the board delays, asking for counsel, making direct refusals, and making refusals with a reason.)
5) Decide on what to say. (Discuss examples e.g., "Sorry I don't have the money." or "Sorry I am too busy today.")
6) Make a polite refusal.

b. Review the skill components quickly before going on to the next step.

c. Have students write the steps on a general homework form.

Step #3. Model the Skill

a. Create at least two hypothetical situations and model making a refusal. One should be showing sales resistance and another should be for refusing an unreasonable request. In each case, have a class member play the role of the requester (i.e., salesperson or other).

b. Narrate each of the skill components through use of the think aloud procedure.

c. Discuss the modeled situations and review the skill components.

Step #4. Role Play

a. Have students choose their own or recommend a situation where making a refusal is necessary.

Suggestions for role play situations:

1) A friend asks to borrow a very special possession e.g., a favorite article of clothing.
2) A friend asks student to do something illegal e.g., steal from a store, drink parents' liquor, or vandalize property.
3) Store clerk attempts to get student to spend money on article they don't need.
4) Carnival worker attempts to entice student into game of chance.
5) A friend attempts to engage student in a wager for money.

b. Have students select a partner or play opposite the student yourself. Be sure that a sufficient number of different examples are played out.

c. Provide feedback to each student and have the students evaluate their own performance.

Step #5. Practice

a. Assign students homework using the general homework form to practice with a friend or family member.

b. Create challenge situations in class and have students respond to unreasonable requests. Provide students feedback on their performance.

c. Have the skill modeled by one or two students at a skill review session.

Step #6. Generalization

a. Arrange with a regular class teacher or another school official to challenge students with some unreasonable requests. The students should then be complimented for making a refusal.

b. Give students a homework assignment where they have to go to a store where things they like are sold by sales people (e.g., used car lot, clothing store, motorcycle shop, etc.). They are to make a refusal and then report on what they did in class. Praise students for self-reporting.

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SOCIAL SKILLS LESSON--HIGH SCHOOL

Answering a Complaint

Objective: Students will respond politely when answering a complaint.

Performance Criteria: This skill will be performed adequately when the student:

1. listens to the complaint.
2. pauses before responding.
3. asks person to explain anything not understood.
4. tells person they understand the complaint.
5. either accepts blame or makes an explanation.
6. suggest remedy to complaint including:
   a. compromising.
   b. doing nothing.
   c. apologizing.

Materials: Chalkboard, general homework form, 3 x 5 cards.

Procedures:

Step #1. Establishing the Need

a. Ask students if they have ever become angry when someone made a complaint to them. If they respond that they had, have students share some of their experiences with the class.

b. If responses do not lead to discussion, ask them if they ever made a complaint and the other person responded poorly. Elicit that they have.

c. Ask students to state the negative consequence that may occur when one answers a complaint poorly. Elicit arguments, loss of business if it is a customer complaint, and rejection by the other person.

Step #2. Identify the Skill Components

a. Ask student to state what they believe are the best ways to respond to a complaint.

b. List and discuss the following "complaint answering" rules on the chalkboard:

1) Listen to the complaint.
2) Stop and think before answering.
3) Ask the person to explain more about the complaint.
4) Tell the person you understand.
5) Give the person an explanation or accept blame.
6) Suggest a remedy. (Discuss compromising, doing nothing because the damage was done, apologizing, or rebutting complaint.)

c. Have students copy the rules onto a general homework form.

Step #3. Model the Skill

a. Prepare 3 x 5 cards in advance that contain complaints. Have a student complain to you and model the response using the think aloud procedure.

b. Model the skill a second time but do not use the think aloud procedure. Have students discuss which rules they observed.

Step #4. Role Play

a. Have each pupil role play answering a complaint that is read to them from one of the 3 x 5 cards.

b. Have students provide feedback to each other on how the skill was performed.

c. Provide teacher feedback and be sure to highlight the skill components that are demonstrated.

d. Have students evaluate their own performance.

Step #5. Practice

a. Assign homework to students. Direct them to practice outside of class with a friend or family member.

b. During the week subsequent to the introductory lesson, challenge individual students at different times by making complaints to them or having other students make complaints. Provide feedback and have students evaluate their own performance.

c. Have one or two students model the skill during skill review sessions.

Step #6. Generalization

a. Solicit the assistance of another teacher or school official and have them challenge the students when they are outside the classroom or in different classes.

b. Have students start a page in their skill monitoring notebooks and mark down when they use the skill.

c. From time to time, ask students to report on whether or not they used the skill. Praise students for self-reporting.

COMPLAINTS THAT MAY BE USED WITH THE LESSON

Write them on 3 x 5 cards

1. Situation: Student works at a fast-food restaurant behind the counter. A customer comes up from his table.

   Complaint: Hey, you forgot to give me my french fries.

2. Situation: Student is a student in a shop class.

   Complaint: The teacher comes up and says, "_______, this piece of work is yours and it's just not good enough!"

3. Situation: Student is a worker on an assembly line.

   Complaint: The boss approaches the student and says, "_______, your work is too slow. You'll have to speed up."

4. Situation: Student is working as a toy store clerk.

   Complaint: A customer comes up and says, "I bought this toy from here and it hasn't worked since I took it out of the box."

5. Situation: Student is playing in a pick-up basketball game after school.

Complaint: His teammate complains, "You are a ball hog. Why don't you pass the ball when I'm open?"

6. Situation: A friend waits after school to walk home.

Complaint: When the student arrives, the friend says, "You're late. If I had known that you were going to take that long, I would have walked home by myself."

SOCIAL SKILLS LESSON--HIGH SCHOOL

Dealing with Public Officials Over the Phone

Objective: Students will be able to call public agencies and obtain information or assistance.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies a public agency which may have information or a service he or she needs.
2. finds correct phone number in the phone book.
3. decides in advance of call what will be asked for.
4. dials the correct number.
5. introduces self on the phone.
6. explains to individual answering the phone the type of information needed.
7. if person cannot provide information, asks to be connected with appropriate individual or obtains appropriate phone number.
8. introduces self and explains the service needed.

Materials: Phone prop, chalkboard.

Procedures:

Step #1. Establishing the Need

a. Pose some hypothetical problems to the students and ask how they might deal with the problems by making a phone call.

Examples of problems:

1) "Imagine that you are 22 years old and you have just been discharged from the Army. While in the Army you injured your ankle during a training exercise. Since getting out of the Army, your ankle has been hurting more and more. As a Veteran you know that you can get some medical help. How will you go about learning where to get that help by using the telephone?"
2) "Imagine that you have just received a letter in the mail claiming that you owe the city $10 for an overdue parking

ticket. If you don't pay you will be arrested. The ticket is a mistake because you don't own a car. How can you solve the problem by making a phone call?"

b. Ask the students to identify some situations where they might need to solve problems or obtain information through use of the telephone.

Step #2. Identify the Skill Components

a. Present the following skill components and write them on the chalkboard.

1) Think about who you should call to solve your problem or get information.
2) Look up the phone number.
3) Decide what to say.
4) Introduce yourself and describe what you need.
5) Ask for someone who can answer your questions if the first person cannot help you.
6) Introduce yourself again and explain what you need.
7) Don't stop asking until you learn what you need to know.

b. Discuss each of the steps and cite examples.

Step #3. Model the Skill

a. With two students model a situation where making a phone call to gain some information is needed. Create a situation where the individual must persist until they receive the information.

b. While modeling, use the think aloud procedure to point out the skill components.

c. Model a second situation without narration and then discuss the situation with the class. Ask students to point out which steps were followed.

Step #4. Role Play

a. Have each student select a situation to role play. Require them to use the think aloud procedure to narrate what they are doing.

b. For students who have difficulty selecting a meaningful problem, some of the following situations might be suggested:

   1) Finding out the requirements for obtaining a special drivers' license e.g., motorcycle, truck driver, taxi.
   2) Finding out where to go for legal help.
   3) Obtaining assistance from the police for problems with a noisy neighbor.
   4) Obtaining assistance from the city water department for a problem with a backed up street sewer.

c. Provide students with feedback on their performance. Prompt those students who have difficulty through correct performance of the skill.

d. Have students evaluate their own performance.

Step #5. Practice

a. On subsequent days, practice the skill for a variety of hypothetical problems. Coach students to correct performance and give feedback to students on their performance.

b. Reintroduce the skill once per month and have the skill modeled by one or two of the students. Using the school phones, give students an information gathering problem where they must use the telephone. Some examples:

   1) Finding out the property tax rate.
   2) Learning when the public parks close.
   3) Finding out when the next community recreation schedule will be printed.

Step #6. Generalization

a. Give students individual homework assignments where they must use the phone to gain information. Have students report the information in class and evaluate how well they performed the skill.

b. Have students make real phone calls to public agencies, e.g., finding out when buses run or when a public pool is open.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Setting Goals for Work

Objective: Students will set daily work goals in a job setting.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies a daily task area.
2. identifies a reasonable amount of work to accomplish to task area.
3. identifies a quality aspect of the task.
4. sets a goal to accomplish a specific quantity of work.
5. sets a goal to meet a quality criterion.

Materials: Chalkboard, copies of homework form, "Setting Work Goals".

Procedures:

Step #1. Establishing the Need

a. If available, show a film or video tape depicting a worker's responsibilities.

b. If an appropriate film is not available, ask students to identify some characteristics of good workers. Through discussion, elicit that a good worker sets goals for how much and how well work will be done.

c. Relating to the film or the class discussion, ask students to cite some goals that might be set by the worker in a specific situation. Elicit or provide two or three examples.

Step #2. Identify the Skill Components

a. First, define a work goal as a target for how much will be done and how well something will be done.

b. Through discussion, elicit the following steps and write them on the chalkboard.

   1) Pick out something on your job that you must do.

2) Think about how much can be done.
3) Tell yourself how much you will do.
4) Tell yourself what will make your work good work.
5) Start to work and try to meet your goal.

Step #3. Model the Skill

a. Create a hypothetical work situation which will be meaningful to your students and model the skill for that simulated situation. Some situations which might be simulated are:

1) Work as a bus boy (girl) where speed and customer courtesy goals are set.
2) Work in school cafeteria where serving speed and neatness goals are set.
3) Working as a babysitter where goals for child monitoring and straightening up rooms are set.
4) Working on an assembly line where a production quantity goal is set and a quality criterion for performing the job is set (e.g making sure all screws are tight).
5) Working as a custodian where a goal is set to accomplish a certain amount of cleaning and a goal is set related to quality (e.g. no spots or specks on the mirrors).

b. Use the think aloud procedure to model the skill and have students comment on whether or not the skill was modeled in accordance with the steps written on the board.

Step #4. Role Play

a. For students participating in work experience training, have them role play a situation relevant to their current training job. For students not working, have them select and role play goal setting for home chores.

b. Give students feedback assignments and have each role played situation end with feedback from students and teacher.

c. Ask each student to evaluate his or her performance.

Step #5. Practice

a. Have students set quantity and quality goals for class work each day during the week following introduction of the skill. Have students articulate the goals and then provide feedback and praise to students for setting and working to meet the goals.

b. Have students set goals for their classes in the regular education program. Solicit the assistance of those regular class teachers to prompt and provide feedback for goal setting. For example, have industrial arts teacher simply ask, "What are your goals for class today?"

c. Challenge individual students to set goals for hypothetical and real situations. Provide feedback and praise.

d. Review the skill steps and have students model the skill at skill review sessions.

Step #6. Generalization

a. For students who have work experience jobs, assign homework to be accomplished for the work setting every day for a week. Use the appropriate homework form.

b. For students not involved in work experience jobs, assign homework for household chores every day for a week. Use the appropriate homework form.

c. Occasionally, have students self-report on goal setting on jobs and chores. Praise students for self-reporting.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Negotiating on the Job

Objective: Students will negotiate differences on problem issues within their own limitations.

Performance Criteria: This skill will be performed adequately when the student:

1. decides that they have a difference of opinion or problem with expectations on their job.
2. tells the co-worker or supervisor about what they think of the problem.
3. asks the other person what they think about the problem or what their expectations are.
4. listens to the other person.
5. considers the other person's point of view.
6. suggests a compromise that takes into account both positions.

Materials: Chalkboard, general homework form.

Procedures:

Step #1. Establishing the Need

a. If available, show a film about a person who has trouble on the job and discuss how the person may have negotiated themselves out of the difficulty.

b. If no films are available, conduct a class discussion on job problems or read the following vignette to begin a discussion.

Steve's Problem

After only two weeks on his work experience job, Steve's new boss began giving him a very hard time. Steve worked in a small restaurant where it was his job to clean off tables and wash dishes. The problem occurred because both jobs had to be done at the same time. If Steve stayed out in the dining room to pick up dishes, he couldn't get the dishes washed and vice versa. When the dishes stacked up, Steve's boss would yell at him to get the dishes washed. When he was washing dishes, the boss yelled at Steve to clear dishes. In frustration, Steve just quit right in the middle of the dinner hour.

Discuss the consequences of quitting, such as loss of wages, poor work record, etc. Then read:

John's Solution

After Steve quit, John took the job at the restaurant. The boss was just as hard on John as he had been on Steve. Instead of quitting, John negotiated a better arrangement with his boss. He went to the boss and told him that he was having trouble keeping up with the boss's demands and that the boss wasn't taking into consideration that it was difficult to do both jobs at once. He listened to the boss explain that they couldn't let dirty dishes pile up all over the kitchen for health reasons and that if they didn't clear dishes, the customers wouldn't come back. John thought about the discussion a couple of days and then went back to the boss. He asked the boss to buy another dish rack so dishes wouldn't be spread around the kitchen, and he asked that when things weren't too busy, that the waitress clear dishes while he washed them. During busy times, he would clear dishes and put them on the new rack. The boss stopped yelling at John and John still has a job.

c. Discuss how John's approach to the problem was better than Steve's.

Step #2. Identify the Skill Components

a. Write the following steps on the chalkboard and discuss each one.

1) Decide if you are having a problem (e.g., disagreement with co-worker, pressure from supervisor, etc.).
2) Tell the person what you think about the problem and what you think the other person is doing.
3) Ask the person what they think.
4) Listen to the person.
5) Think about what the person said.
6) Suggest a compromise.

b. Review the skill components and have students write steps on a general homework form.

Step #3. Model the Skill

a. Create a hypothetical work related problem to model. Some problems might include:

1) Being taken advantage of by a co-worker.

    2) Being asked to produce more than possible by supervisor.
    3) Not being paid enough.
    4) Receiving pay late.

  b. Narrate all of the steps using the think aloud procedure.

  c. Ask students to recall the steps they observed.

Step #4. Role Play

  a. Have students select a partner and imagine a situation that they may find appropriate. Situations may be other than work related (e.g. with a parent about chores and privileges, with a friend about an activity).

  b. Have students give feedback on the performance of fellow students.

  c. Provide students with feedback.

Step #5. Practice

  a. Assign homework for negotiating. Provide the appropriate homework form.

  b. Have one or two students model the skill during a skill review session.

  c. During the week after presenting the lesson, challenge individual students to demonstrate their negotiating skills.

  d. Reteach the skill again in a few months.

Step #6. Generalization

  a. Have students self-report on when and how they used the skill.

  b. Ask a teacher in a regular education class to set up a situation where students have to negotiate a project or homework. Provide feedback on how they negotiated.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Responding to Unwarranted Criticism

Objective: Students will be able to respond appropriately to unwarranted criticism in simulated job situations.

Performance Criteria: This skill will be performed adequately when the student:

1. decides that he or she has been criticized.
2. decides that the criticism is unwarranted.
3. considers options for responding to unwarranted criticism including:
   a. ignoring the critic.
   b. making an explanation.
4. chooses a response to the critic.
5. responds to the critic.

Materials: Chalkboard, general homework forms, materials that require assembly or collating.

Procedures:

Step #1. Establishing the Need

a. Tell students that they are going to participate in a little skit where they will be workers and you will be the boss. Inform one of the students ahead of time that you will be criticizing him unfairly. Set up a simulated assembly line in the classroom where three students pass a piece of work down the line. For example, each worker puts either a washer or a nut on a bolt. Give the middle worker fewer washers than necessary to perform the task. After the bolts are down the line, inspect them and then criticize the last worker on the line unfairly.

b. After completing the skit, ask class member to state what was unfair about what they observed.

c. Ask students if they believe that something similar to the skit could happen on the job. Elicit that it could.

d. Pose some hypothetical situations where a worker is given unwarranted criticism. Ask students to state what they would do. Explore with the class the consequences of reacting negatively (e.g. telling boss off, quitting job, getting angry, and breaking something).

Step #2. Identify the Skill Components

a. Through discussion, elicit the following steps and write them on the chalkboard:

1) Decide whether or not you have been criticized.
2) Decide whether or not the criticism was unwarranted. (Unwarranted criticism is defined as criticism for something which the individual is not responsible for or did not do.)
3) Think about how to respond:
    a) Ignore it.
    b) Make an explanation.
    c) Ask for an apology.
4) Choose how to respond.
5) Respond to your critic.

b. Discuss each step completely and then repeat all of the steps in sequence.

c. Have the students write down the skill steps on a general homework form.

Step #3. Model the Skill

a. Using the example of the assembly line skit, model the skill with an explanation response. Use the think aloud procedure to narrate the skill components.

b. Repeat the modeling to demonstrate ignoring and asking for an apology.

c. Ask students to identify the skill components they observed.

Step #4. Role Play

a. Create simulated settings and have pupils role play responding to unwarranted criticism.

b. Each time the different student role plays, the context should change. Let students choose their own context if they each use a different example. If the students don't offer enough examples, below are some suggestions:

   1) Parent criticizes them for staying out too late.
   2) Teacher criticizes them for talking during class.
   3) Shift supervisor in a fast food restaurant criticizes them for being too messy in their work area.

c. Provide students with feedback and have other students provide feedback.

d. Ask students to evaluate their own performance.

Step #5. Practice

a. Let students know that they will be challenged on the skill during the week following the lesson.

b. Challenge individual students with criticism. Provide feedback and praise correct performance of the skill.

c. Give students homework using the general homework form. They are to practice the skill with a friend or a family member.

d. At a skill review session, have the skill modeled by one or two students.

Step #6. Generalization

a. Ask students to self-report on when they used the skill.

b. For students engaged in on-the-job work training, have the work supervisor challenge the students with hypothetical problems while they are in the work setting.

c. Have another member of the school faculty criticize the students unfairly and then give feedback on this.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Asking for Feedback on the Job

Objective: Students will ask for feedback in work situations.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies persons on the job who can give performance feedback (e.g., co-workers, supervisors).
2. looks for opportunity to ask for performance feedback.
3. considers how to ask for feedback (e.g., asking with an open statement like, "How am I doing?" or asking questions on something specific like, "Did I do that job right?").
4. decides how to ask for feedback.
5. asks for feedback.
6. says "thank you" after feedback is received.

Materials: Chalkboard, general homework form.

Procedures:

Step #1. Establishing the Need

a. In the context of career education instruction, begin a discussion related to good worker traits. Ask students to list a few good worker traits. Ask probing questions about good worker traits until "asking for feedback" can be elicited. Your question may have to be as abrupt as: "Do you think that asking how well you are doing will help you on the job?"

b. Point out that asking for feedback is not an easy skill, but that it is an important skill.

Step #2. Identify the Skill Components

a. List the following skill steps on the chalkboard and have students write them on a general homework form:

1) Find out who can give you feedback on your work. (Discuss using supervisors and more than one experienced worker.)
2) Look for the right time to ask for feedback. (Discuss not interrupting a person who is extremely busy.)
3) Think of how to ask.
4) Decide what you will say.

b. Have students write the four steps on a general homework form.

c. Discuss and write on the chalkboard a number of ways that feedback can be asked for, such as:

1) Did I do this right?
2) Were you satisfied with that job?
3) Should I have done something else?
4) Is there anymore that I am supposed to do?
5) Can you tell me if this is good enough?
6) If I get done early, can you tell me what else to do?
7) Am I working at about the right speed?
8) Could you tell me how I'm doing?
9) Can you tell me how to do that again?
10) Just so I'm sure I won't be wrong, can you show/tell me again?
11) Was there anything wrong with the way I did that job?

Step #3. Model the Skill

a. Using the think aloud procedure, model the skill for about three different examples. Have students play the role of co-workers and supervisors.

b. Discuss each modeled situation as to how it applied to the world of work.

Step #4. Role Play

a. Have students identify real and imaginary work situations and select partners to role play the skill. Be sure that students think aloud as they perform the skill.

b. Give students feedback on their performance of the skill. Praise correct performance.

Step #5. Practice

a. Assign homework to students. They should practice the skill with a friend, family member, or try the skill out on a real job.

b. Create challenge situations in class where students are required to ask for feedback from another student. Provide feedback on the skill performance.

c. Have one or two students model the skill at a skill review session.

Step #6. Generalization

a. For students who have work-study jobs, have the work-study coordinator prompt and reinforce the skill on the job site.

b. Ask students to self-report on their use of the skill. Praise students for self-reporting.

c. Make asking for feedback a work evaluation item for students engaged in job training.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Minding One's Own Business on the Job

Objective: Students will mind their own business in a job setting.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies the tasks related to his or her own job.
2. refrains from physically interfering with the tasks of co-workers.
3. refrains from commenting on the job performance of co-workers.
4. refrains from publicly complaining about work performance of a co-worker.
5. refrains from asking personal questions of co-workers during work hours.
6. stays on task during designated work hours.

Materials: Chalkboard, general homework forms.

Procedures:

Step #1. Establishing the Need

a. Ask students to identify some things that they don't like about other people. Elicit or suggest that they may not appreciate people who do not mind their own business. Have the students provide some examples of people not minding their own business.

b. Have students identify some consequences for not minding one's own business on the job. Elicit that they can (1) slow other workers down, (2) make co-workers angry, (3) start arguments, (4) take time away from their own work, and (5) possibly get fired. Write the possible consequences on the board.

Step #2. Identify the Skill Components

a. Elicit from the students the following rules and write them on the chalkboard:

1) Stick to your own job.

2) Stay out of the way of someone doing their job.
3) If someone is doing their job wrong, let the boss take care of it.
4) Don't ask personal questions on the job.

b. Discuss each of the rules and give examples and elicit consequences for not following the rules. Have students imagine as many situations as possible where the skill will be used.

Step #3. Model the Skill

a. Create a typical work situation and model the skill. Use the "think aloud" procedure to demonstrate following the rules.

b. Some situations which may be modeled are as follows:

1) Two individuals working as bus boys and one of them is not cleaning the tables in his area correctly.
2) Workers on an assembly line and one is slowing down the work.
3) Two workers in a store and one has a skin problem. Model avoiding asking personal questions about the problem.

Step #4. Role Play

a. Have student suggest a work situation that they might find themselves in and then role play the skill. They should think aloud to demonstrate the cognitive components.

b. Have class members provide feedback.

c. Prompt all students through correct performance and provide praise.

d. Have students evaluate their own performance.

Step #5. Practice

a. Each day during the week following introduction of the skill, remind students that minding their own business is the skill of the week. Tell students to practice the skill during the course of other instruction. Take a few minutes at the end of each class period to have students evaluate their own performance as you lead them through the skill components. Have students provide feedback on each other's behavior.

b. Using the general homework form, give students a homework assignment to practice the skill on their work training job or while they are in attendance in another class.

c. Have the skill modeled by a student at a periodic skill review session.

Step #6. Generalization

a. Ask student's work supervisor or regular class teacher to prompt students to use the skill.

b. Make "minding one's own business" an evaluation item for part of the student's work training. Insure that employers and work supervisors give students feedback on this behavior.

c. Systematically ask students to self-report on skill usage. Praise students for self-reporting.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Choosing a Time for Small Talk

Objective: Students will identify and select appropriate time to make small talk in a job setting.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies small talk as any discussion not related to the job.
2. identifies times of the day when small talk in the work place is acceptable.
3. changes the topic of small talk from time to time.
4. identifies individuals who would be least appreciative of engaging in small talk.
5. refrains from engaging in small talk during work hours when on-task behavior is expected.
6. refrains from engaging in small talk with people who are busy.
7. engages in small talk for only short periods of time.

Materials: Chalkboard, general homework forms.

Procedures:

Step #1. Establishing the Need

a. Ask students to tell about a TV show or movie they had seen recently. After discussing the show, ask students to identify times when carrying on a discussion on topics such as a TV show, what they did the night before, or how their aunt and uncle get along would get them in trouble on the job. Elicit and write on the board:

    1) When they should be working.
    2) When others should be working.
    3) When another conversation is in progress.

b. Ask students to identify different kinds of small talk. Elicit talking about:

    1) The weather.
    2) Athletic events.
    3) TV shows and movies.

    4) Recent experiences.
    5) Families.
    6) Other pertinent examples.

c. Ask students to identify the consequences for engaging in small talk inappropriately. Elicit that they could be fired, their co-workers could be fired, others could become angry for wasting their time, and others may not be interested in what you have to talk about.

d. Ask students to identify some consequences for:

    1) Keeping small talk confined to breaks and before or after work.
    2) Keeping small talk short.
    3) Talking on different subjects.

Elicit that people will think they know when its time to work, people will think they are friendly, and people will not be annoyed if the topic isn't always the same.

Step #2. Identify the Skill Components

a. Suggest that the students provide some rules for when to make small talk. Elicit and write the following on the chalkboard.

    1) Ask self if what you are about to say is small talk.
    2) Begin small talk only when you don't have to be working.
    3) Don't talk small talk to someone who is busy.
    4) Don't interrupt someone else's conversation.

b. Ask students to discuss examples of each of the rules listed on the board.

Step #3. Model the Skill

a. Create a hypothetical situation and model the skill using the "think aloud" procedure. The following situations may be used if wished:

    1) Have a student play the role of the boss sitting at his desk. Role play delivering the mail. Make a friendly

greeting and then think aloud how you are refraining from interfering with the boss at work.

2) Have student play role of a co-worker at a restaurant. Identify the situation as an approved break time. Model some small talk such as briefly telling about something you did the night before. Use the think aloud procedure to demonstrate how or why you thought the other person might be interested.

3) Have two students engaged in a conversation. Model refraining from changing the subject to some form of small talk.

b. Review the rules for small talk with the students and ask them to find the errors in a modeled situation which you will perform. Provide examples such as interrupting a boss, talking about the same thing over and over, and talking to co-workers who are busy.

Step #4. Role Play

a. Ask students to find a partner and to select a work situation where they can role play the skill correctly. A number of students will have to have situations suggested.

b. Give the observing students the task of providng feedback to performers.

c. Review the rules after the first role play performance and give the students feedback.

d. Attempt to have the students role play a variety of hypothetical situations such as:

1) Working in an office.
2) Working in a fast food restaurant.
3) Working on an assembly line.
4) Working on a building maintenance crew.
5) Working as a custodian.
6) Working as a nurse's aide.

e. Prompt statements to use the think aloud procedure.

Step #5. Practice

a. During the week following introduction of the skill challenge each student to demonstrate the skill with another student. Provide feedback and praise correct performance.

b. Have the skill modeled at a skill review session.

c. Give the students a homework assignment. Direct them to use the general homework form and practice the skill on their work-study job.

Step #6. Generalization

a. Ask work experience coordinator to give students feedback and praise on the job for correctly performing skill on the job.

b. Cue the work-study employers to provide students with feedback and praise related to use of small talk appropriately.

c. Have students self-report on the use of the skill. Praise students for self-reporting.

d. Make proper use of small talk an evaluation component of the student's work training. Give pupils periodic feedback on the skill in conjunction with their total work experience training.

SOCIAL SKILLS LESSON--HIGH SCHOOL

Knowing the Consequences and Refraining from Excessive Complaining

Objective: Students will be able to express the consequences of excessive complaining and refrain from making unnecessary complaints in the work setting.

Performance Criteria: This skill will be performed adequately when the student:

1. identifies verbal statements which constitute complaints on the job.
2. verbalizes three consequences of excessive complaining (i.e., having complaints ignored, having co-workers avoid the complainer, and being fired for causing dissention).
3. attempts to solve problems before making complaints.
4. asks self if a complaint is being made to an individual who is empowered to make improvements. If not, refrains from making a complaint.
5. asks self if he or she has made a complaint on the same topic. If yes, refrains from making a complaint.

Materials: Chalkboard, general homework form.

Procedures:

Step #1. Establishing the Need

a. Ask student to list the types of behavior in school or at work that people like least. Through discussion of a variety of invitations, work to elicit the excessive complaining is an irritant.

b. Have students provide examples of excessive complaints in school. Elicit comments related complaints about school rules, too much homework, etc.

c. Have students list what they believe might be examples of excessive complaining on a job.

d. Ask students if they believe it might be important to learn when not to complain. Elicit an affirmative response.

Step #2. Identify the Skill Components

a. Write time following skill components on the board and discuss each one with the students:

1) Decide if what you are about to say is a complaint. (Through discussion, have students identify whether or not statements you make are complaints.)
2) Think about what can happen if you complain too much. (Remember too much complaining can result in being ignored, being avoided, and even being fired.)
3) Try to solve a problem before making the complaint.
4) Ask yourself if the person hearing the complaint can solve the problem.
5) Ask yourself if you have already made the same complaint.

b. Review the skill components before going on and have the students write the five steps on to their homework forms.

Step #3. Model the Skill

a. Pose a hypothetical work situation to the class (e.g., working on an assembly line). Model, using the think aloud procedure, to show restraint from making a complaint about an unsatisfactory situation on the job. The following example may be used:

Describe to the class an assembly line setting where the line is moving faster than you would like. Tell students that you are thinking aloud.

"This line is moving so fast, I hardly have time to breath before I get the next part. I feel like saying something about it, but what I say might sound like a complaint."

"Before I complain, I better not say something which will cause me problems with the other workers or the boss."

"If I do complain, I better make sure that its to somebody who can make things better. I don't see anyone. Carol over there can't do any good. I guess that I better not say anything now."

b. Model a second situation such as working at a fast food restaurant where solving the problem is attempted before making a complaint. Have the students discuss the modeled situation.

Step #4. Role Play

a. Ask each student to think of a probable work situation where they might feel like complaining.

b. Have each student use the think aloud procedure to role play refraining from making an inappropriate complaint.

c. Give each student feedback on his or her performance.

d. Have each student evaluate their own performance.

Step #5. Practice

a. Assign students homework to accomplish on their work training jobs or when they are enrolled in a different class.

b. During the week following introduction of the skill, conduct surprise skill challenges where individual students are given a hypothetical situation to role play using the skill. The following examples may be used:

   1) "___(Name)___, assume that you are working in a factory and you sometimes get irritated with the noise. By thinking aloud, show us how you would decide whether or not to make a complaint.

   2) "___(Name)___, assume that you are working in a store as a cashier. A lot of prices are missing from the merchandise brought to you by customers. By thinking aloud, show us how you might deal with this irritating situation.

   Give students feedback and prompt the less able students through the skill.

c. At a skill review session, have the skill modeled by one or two students.

Step #6. Generalization

a. For students with work training jobs, suggest or have work coordinator suggest to employers that they praise students occasionally for not being excessive complainers.

b. For students who do not have training jobs, ask other teachers to give the handicapped students behavior related to making complaints.

c. Ask students to self-report on their use of the skill. Praise students for self-reporting.

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Appendix A

Project SISS
Social Skills Rating Checklist

PROJECT SISS SOCIAL SKILLS RATING CHECKLIST

Student's Name ______________________ Birthdate ____________

Sex: ___ Male ___ Female ___ Date ____________________

School ______________________ Rater ____________________

Current grade level or class assignment ____________________

Special education classification ____________________

DIRECTIONS: This social skills rating form is designed to be used with the Project SISS instructional materials. Rate each of the skills using one of the following ratings:

Rating

3 = The child possesses the skill and performs it adequately and with sufficient frequency.

2 = The child possesses the skill and performs it adequately but not with sufficient frequency.

1 = The student possesses the skill but performs it inadequately (e.g. student leaves out part of the skill or uses wrong language when performing the skill).

0 = The student does not have the skill.

N = Rater has no knowledge of the child's ability to perform the skill.

NA = The skill is not age appropriate and would only be used by an older student.

Project SISS lessons are coded: P = Primary, I = Intermediate, JH = Junior High, and SH = Senior High.

Classroom Related Behaviors

Rating		The student adequately and appropriately:	Project SISS Lesson Prepared at Level
______	1.	attends to teacher during instruction.	P-C-1
______	2.	maintains correct sitting posture.	P-C-2
______	3.	gains the teacher's attention.	P-C-3
______	4.	answers questions asked by teachers.	P-C-4
______	5.	asks teacher for assistance or information.	P-C-5
______	6.	shares materials with classmates.	P-C-6
______	7.	keeps own desk in order.	P-C-7
______	8.	enters class without disruption.	P-C-8
______	9.	follows classroom rules.	I-C-1
______	10.	cooperates with work partners.	I-C-2
______	11.	ignores distractions.	I-C-3
______	12.	stays on task during seatwork.	I-C-4
______	13.	completes work on time.	I-C-5
______	14.	participates politely in classroom discussion.	I-C-6
______	15.	makes relevant remarks during classroom discussion.	I-C-7
______	16.	follows verbal directions.	I-C-8
______	17.	follows written directions.	I-C-9
______	18.	speaks politely about schoolwork.	I-C-10
______	19.	participates in classroom introductions.	I-C-11
______	20.	completes homework on time.	JH-C-1
______	21.	uses free time in class productively.	SH-C-1

__________ SUBTOTAL

NUMBER OF ITEMS SCORED ______

School Building Related Behaviors

Rating		The student adequately and appropriately:	Project SISS Lesson Prepared at Level
______	22.	follows procedures for boarding school bus.	P-SB-1
______	23.	follows bus riding rules.	P-SB-2
______	24.	walks through hallways and passes to class.	P-SB-3
______	25.	waits in lines.	P-SB-4
______	26.	uses restroom facilities.	P-SB-5
______	27.	uses drinking fountain.	P-SB-6
______	28.	follows lunchroom rules.	P-SB-7
______	29.	uses table manners.	P-SB-8
______	30.	responds to school authorities.	JH-SB-1
______	31.	deals with accusations at school.	SH-SB-1
____________		SUBTOTAL	NUMBER OF ITEMS SCORED ______
______	32.	says "please" and "thank you".	P-PS-1
______	33.	speaks in tone of voice for the situation.	P-PS-2
______	34.	takes turns in games and activities.	P-PS-3
______	35.	tells the truth.	P-PS-4
______	36.	accepts consequences for wrong doing.	P-PS-5
______	37.	maintains grooming.	I-PS-1
______	38.	avoids inappropriate physical contact.	I-PS-2
______	39.	exhibits hygienic behavior.	I-PS-3
______	40.	expresses enthusiasm.	I-PS-4

Rating		The student adequately and appropriately:	Project SISS Lesson Prepared at Level
______	41.	makes positive statements about self.	I-PS-5
______	42.	expresses anger in nonagressive ways.	I-PS-6
______	43.	accepts praise.	JH-PS-1
______	44.	stays out of fights.	JH-PS-2
______	45.	deals with embarrassment.	JH-PS-3
______	46.	chooses clothing for social events.	JH-PS-4
______	47.	deals with failure.	SH-PS-1
______	48.	deals with being left out.	SH-PS-2

__________ SUBTOTAL NUMBER OF ITEMS SCORED _____

Interaction Initiative Skills

The student adequately and appropriately:

______	49.	greets peers.	P-II-1
______	50.	borrows from peers.	P-II-2
______	51.	asks other children to play.	P-II-3
______	52.	expresses sympathy.	I-II-1
______	53.	asks peers for help.	I-II-2
______	54.	makes invitations.	I-II-3
______	55.	introduces self.	JH-II-1
______	56.	makes introductions.	JH-II-2
______	57.	initiates conversations.	JH-II-3
______	58.	joins activities with peers.	JH-II-4
______	59.	congratulates peers and adults.	JH-II-5
______	60.	makes apologies.	JH-II-6

Rating		The student adequately and appropriately:	Project SISS Lesson Prepared at Level
______	61.	excuses self from groups and conversations.	JH-II-7
______	62.	expresses feelings.	SH-II-1
______	63.	expresses affection.	SH-II-2
______	64.	stands up for a friend.	SH-II-3
______	65.	asks for dates.	SH-II-4
______	66.	gives compliments.	SH-II-5
______	67.	makes complaints.	SH-II-6

__________ SUBTOTAL NUMBER OF ITEMS SCORED _____

Interaction Response Skills

The student adequately and appropriately:

______	68.	smiles when encountering acquaintances.	P-IR-1
______	69.	listens when another child speaks.	I-IR-1
______	70.	participates in group activities.	I-IR-2
______	71.	helps peers when asked.	I-IR-3
______	72.	accepts ideas different from own.	I-IR-4
______	73.	meets with adults.	I-IR-5
______	74.	maintains conversations.	JH-IR-1
______	75.	responds to teasing and name calling.	JH-IR-2
______	76.	responds to constructive criticism.	SH-IR-1
______	77.	recognizes feelings of others.	SH-IR-2
______	78.	respects the space of others.	SH-IR-3
______	79.	responds to peer pressure.	SH-IR-4
______	80.	deals with an angry person.	SH-IR-5

Rating		The student adequately and appropriately:	Project SISS Lesson Prepared at Level
______	81.	makes refusals.	SH-IR-6
______	82.	answers complaints.	SH-IR-7

__________ SUBTOTAL NUMBER OF ITEMS SCORED ______

Community Related Skills

______	83.	asks for directions in public.	JH-CR-1
______	84.	gives directions.	JH-CR-2
______	85.	exhibits sportsmanship as a game participant.	JH-CR-3
______	86.	exhibits polite behavior and sportmanship as a spectator.	JH-CR-4
______	87.	disposes of wastepaper and debris in public.	JH-CR-5
______	88.	respects the rights of others in public.	JH-CR-6
______	89.	respects private property.	JH-CR-7
______	90.	exhibits good audience behaviors.	JH-CR-8
______	91.	responds to public authority.	JH-CR-9
______	92.	asserts self to gain service.	JH-CR-10
______	93.	deals with public officials over the phone.	SH-CR-1

__________ SUBTOTAL NUMBER OF ITEMS SCORED ______

Work Related Social Skills

The student adequately and appropriately:

______	94.	sets goals for work.	SH-W-1
______	95.	negotiates on the job.	SH-W-2
______	96.	responds to unwarranted criticism.	SH-W-3

Rating		The student adequately and appropriately:	Project SISS Lesson Prepared at Level
_____	97.	asks for feedback on the job.	SH-W-4
_____	98.	minds own business on the job.	SH-W-5
_____	99.	chooses a time for small talk.	SH-W-6
_____	100.	refrains from excessive complaining.	SH-W-7

__________ SUBTOTAL NUMBER OF ITEMS SCORED _____

Scoring

Strength Index	Subtotals	Items Scored
Step #1.		
Add: Classroom Related Behaviors	_________	_________
School Building Related Behaviors	_________	_________
Personal Skills	_________	_________
Interaction Initiative Skills	_________	_________
Interaction Response	_________	_________
Community Related Skills	_________	_________
Work Related Skills	_________	_________
TOTALS	_________	_________

Step #2. Divide the total score by the items scored.

Total score _____ + Items scored _____.

Step #3. Multiply the quotient by 100.

_____	+	_____	=	_________	x 100 =	__________.	
Total Score		Items Scored		Quotient		Composite Strength Score	

Growth Index

Post intervention rating.

Total score of second rating _______

Minus (-) total score of first rating _______

_______ = growth score

Appendix B

Camera Ready
Homework Forms

HOMEWORK REPORT FORMS

Name ______________________________ Date ________________

School ____

TO BE FILLED OUT IN SCHOOL

Skill: ____

Skill Steps:

a. ____

b. ____

c. ____

d. ____

e. ____

f. ____

TO BE FILLED OUT AT HOME

1. Did you follow all of the steps of the skill? ___yes ___no
2. Circle any you did not follow.
3. What happened when you used the skill? ___________________

____

____

____

4. How did you do?

_____ good _____ ok _____ not so good

405

HOMEWORK FOR MAINTAINING GOOD GROOMING

Name ______________________________ Date __________________

Check your grooming:

1. Did you check your grooming _____ at school, _____ at home, or _____ some place else?

2. Did you check for:

Face Yes _____ No _____

Hands Yes _____ No _____

Shirt or blouse Yes _____ No _____

Pants or skirt Yes _____ No _____

Zippers Yes _____ No _____

Buttons Yes _____ No _____

Hair Yes _____ No _____

Shoes Yes _____ No _____

3. How did you do?

HOMEWORK REPORT FORM

Completing Home Work on Time

Name ______________________________ Date ________________

School ____

Directions: Use this form when you get an assignment to do out of class.

1. Did you find the home work assignment?

______ on the board - on a handout or
______ from teacher

	Circle	
2. Did you write the assignment down?	yes	no
3. Did you get your books and papers ready?	yes	no
4. Did you find a quiet place to work?	yes	no
5. Did you stick to the work?	yes	no
6. Did you ask for help?	yes	no
7. Did you put your work where you would remember it?	yes	no
8. Did you turn your homework in on time?	yes	no

How did you do?

______ good ______ ok ______ not so good

HOMEWORK FORM

Responding to School Authority

Name______________________________ Date________________

School____

Directions: Keep this homework form for two or three days. Fill out the form after a teacher, principal or a counselor talks to you and tells you to do something.

1. Who talked to you?______________________________

	Circle	
2. Did you say hello or yes?	yes	no
3. Did you look the person in the eye?	yes	no
4. Did you answer nicely?	yes	no
5. Did you follow the directions right away?	yes	no
6. Did you act serious?	yes	no

How did you do?

_______good _______ok _______not so good

HOMEWORK FORM
Accepting Praise

Name____________________________________ Date____________________

School____

Directions: Fill in this form when someone praises you.

1. Who praised you?______________________________

	Circle	
2. Did you listen to the person?	yes	no
3. Did you smile?	yes	no
4. Did you say thank you?	yes	no
5. Did you tell yourself not to brag?	yes	no
6. Did you say something bad about yourself?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Staying Out of Fights

Name________________________________ Date__________________

School____

Directions: Ask a friend or someone in your family to help you practice staying out of a fight. Pretend that the person pushed you to the ground.

1. Who did you practice with? ____________________

	Circle	
2. Did you say hello or yes?	yes	no
3. Did you look the person in the eye?	yes	no
4. Did you answer nicely?	yes	no
5. Did you follow the directions right away?	yes	no
6. Did you act serious?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Dealing with Embarrassment

Name ______________________________ Date ______________

School ____

Directions: Pretend that you have done something embarrassing and practice this skill with a friend or a family member.

1. Who did you practice with? ________________

Circle

2. Did you think you were embarrassed? yes no

3. Did you think why you were embarrassed? yes no

4. Did you think about what to do? yes no

5. What did you choose? (circle one)

   a. ignore it

   b. change the subject

   c. make a joke

   d. tell yourself it's ok

   e. let everyone know and get the problem over with.

How did you do?

______good ______ok ______not so good

HOMEWORK FORM

Choosing Appropriate Clothing

Name______________________________ Date________________

School____

Assignment: Take this form home and look at the clothes you have. Write down one set of clothes for each of the following situations.

EXAMPLE: Going to a party at friend's house.

tan shirt

tan pants

school shoes

1. What do you have that can be worn to a basketball game?

____

____

____

2. What do you have that can be worn to go to a school dance?

____

____

____

Turn this paper into your teacher.

HOMEWORK FORM

Introducing Self

Name______________________________ Date_______________

School____

Directions: Introduce yourself to a person who does not know you. Afterwards fill out this form by circling the answers to the questions below.

	Circle	
1. Did you pick a time to introduce yourself when the person was not busy?	yes	no
2. Did you keep at least one arm's length away from the person?	yes	no
3. Did you say something like "Hello, my name is ____________________"?	yes	no
4. Did you ask the other person their name?	yes	no
5. Did you say or ask something to start a conversation?	yes	no

If you answered all the questions with "Yes", you followed all the steps.

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Making Introductions

Name ______________________________ Date ________________

School ____

1. Who are the two people you introduced to each other?
______________________ and ________________________

		Circle	
2.	Follow the steps:		
a.	Did you pick out who you wanted to introduce?	yes	no
b.	Did you name the first person and then tell the name of the second person?	yes	no
c.	Did you speak loud enough?	yes	no
d.	Did you name the second person and tell the name of the first person?	yes	no
e.	Did you say something about the first person?	yes	no
f.	Did you say something about the second person?	yes	no
g.	Did you invite them to talk or do something together?	yes	no

3. What happened when you introduced the two people? __________

____

____

____

4. How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Initiating a Conversation

Name______________________________ Date_________________

School____

1. Who did you start a conversation with?___________________

____

	Circle	
2. Did you:		
a. decide on what to talk about?	yes	no
b. look the person in the eye?	yes	no
c. make small talk?	yes	no
d. decide if the other person is listening?	yes	no
e. move on to the main topic of conversation?	yes	no

3. What did you talk about?______________________________

____

____

____

4. How did you do?

_______good _______ok _______not so good

HOMEWORK FORM

Congratulating

Name ______________________________ Date ________________

School ____

Directions: Keep this homework for two or three days. Fill out the form after a teacher, principal or a counselor talks to you and tells you to do something.

1. Who talked to you? ________________________

	Circle	
2. Did you say hello or yes?	yes	no
3. Did you look the person in the eye?	yes	no
4. Did you answer nicely?	yes	no
5. Did you follow the directions right away?	yes	no
6. Did you act serious?	yes	no

How did you do?

_______ good _______ ok _______ not so good

HOMEWORK FORM

Congratulating

Name ______________________________ Date ________________

School ____

Directions: With a friend or family member, practice giving congratulations.

1. Who did you practice with? ________________________

		Circle	
2.	Did you pick out a person who had won or done something good?	yes	no
3.	Was it special enough to congratulate?	yes	no
4.	Did you think about the best way to congratulate?	yes	no
5.	Did you congratulate the person?	yes	no

6. What did you say? ______________________________________

____

How did you do?

_______good _______ok _______not so good

HOMEWORK FORM

Apologizing

Name ______________________________ Date ________________

School ____

Directions: Find a friend or a family member and pretend that you need to make an apology for breaking something they own.

1. Who did you apologize to? ________________________

	Circle	
2. Did you think about what you did to the person?	yes	no
3. Did you think of a good way to apologize?	yes	no
4. Did you choose a best time to apologize?	yes	no

5. Did you: (circle one)

   a. say something

   b. do something

   c. write something

How did you do?

_______good _______ok _______not so good

HOMEWORK FORM

Excusing Self

Name____ Date____________________

School____

Directions: When you are with a group, practice excusing yourself..

	Circle	
1. Did you think of why you wanted to leave?	yes	no
2. Did you think of more than one way to excuse yourself?	yes	no
3. Did you choose a way to excuse yourself?	yes	no
4. Did you wait for the right time to excuse yourself?	yes	no
5. Did you excuse yourself?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Maintaining a Conversation

Name ____________________________ Date ________________

School ____

1. Who did you have a conversation with? ________________

____

		Circle	
2.	Following the steps:		
a.	Did you look the other person in the eye?	yes	no
b.	Did you stick to the topic?	yes	no
c.	Did you stop to let the other person talk?	yes	no
d.	Did you ask the other person any questions?	yes	no
e.	Did you listen to what the other person had to say?	yes	no
f.	Did you say something about what the other person said?	yes	no
g.	Did you say something to end the conversation?	yes	no

3. What did you talk about? ________________________

____

____

____

4. How did you do?

_______good _______ok _______not so good

HOMEWORK FORM

Responding to Teasing and Name Calling

Name___________________________________ Date__________________

School____

Directions: Fill out this form after you are teased or called a name outside of class.

	Circle	
1. Did someone call you a name?	yes	no
2. Did you feel sad or mad?	yes	no

4. Did you: (circle one)

   a. ignore it?

   b. change the subject?

   c. say something nice?

   d. make a joke?

How did it work?

________good ________ok ________not so good

HOMEWORK FORM

Asking for Directions or Information in Public Places

Name____________________________________ Date____________________

School____

Directions: Find a friend or ask a family member for some directions.

Circle

1. Did you know where you wanted to go? yes no
2. Did you pick someone who might give you directions? yes no
3. Did you say, "Excuse me" or something like that? yes no
4. Did you tell the person what you needed to know? yes no
5. Did you say the directions back and say "thank you"? yes no
6. How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Giving Directions

Name____________________________________ Date____________________

School____

1. Who asked you for directions?______________________________

2. Where did they want to go?_________________________________

		Circle	
3.	Did you look them in the eye?	yes	no
4.	Did you listen?	yes	no
5.	Did you ask a question?	yes	no
6.	Did you repeat the name of the place where the person wanted to go?	yes	no
7.	Did you decide that you knew the directions?	yes	no
8.	Did you give directions?	yes	no
9.	Did you repeat the directions?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Sportsmanship as a Participant

Name__________________________________ Date__________________

School____

1. What did you play?____

	Circle	
2. Did you follow the rules of the game?	yes	no
4. Did you wait to take your turn?	yes	no
5. Were you nice to the other players?	yes	no
6. Did you brag?	yes	no
7. Did you congratulate the other players?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Sportsmanship as A Spectator

Name ______________________________ Date ________________

School ____

1. Who was your partner? ________________________________

2. What did you go to see? ______________________________

Circle

3. Was your partner nice to the players? yes no

4. Was your partner nice to the fans of the other team? yes no

5. Did your partner boo or yell at the officials? yes no

6. Did your partner throw things? yes no

7. Did your partner argue with other people? yes no

How did your partner do?

_______ good _______ ok _______ not so good

How did you do?

_______ good _______ ok _______ not so good

HOMEWORK FORM

Disposing of Waste in Public Places

Name________________________________ Date__________________

School____

1. What kind of trash did you have?__________________________

____

2. Where were you?____

____

	Circle	
3. Did you think about what happens if you litter?	yes	no
4. Did you look for a trash can?	yes	no
5. Did you put the trash in the can?	yes	no
6. If there was no trash can, did you		
a. look for a dumpster?	yes	no
b. keep the trash until you got home?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Respecting Rights of Others in Public

Name____________________________________ Date___________________

School____

1. What public place were you in?_____________________________

	Circle	
2. Did you take your turn?	yes	no
3. Did you keep from making too much noise?	yes	no
4. Did you leave other people's things alone?	yes	no
5. Did you use good language?	yes	no
6. Did you use only the space you needed?	yes	no
7. Did you take a fair amount of time?	yes	no
8. Did you keep things clear?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Respecting Public Property

Name___________________________________ Date____________________

School____

1. What public place did you go?________________________________

	Circle	
2. Did you ask yourself if you made a mess?	yes	no
3. Did you leave the place clean?	yes	no
4. Were you careful not to break things?	yes	no
5. Did you tell yourself not to break or mark anything?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Audience Behavior

Name____________________________________ Date___________________

School____

Directions: Fill out this form after you have been to a play, concert, or movie.

1. What did you go to see?______________________________________

	Circle	
2. Were you quiet going in?	yes	no
3. Did you ask if a seat was taken?	yes	no
4. Did you say "excuse me" to get to a seat?	yes	no
5. Did you wear a hat?	yes	no
6. Did you talk loud?	yes	no
7. Did you stay seated?	yes	no
8. Did you leave the theater slowly?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Responding to Public Authority

Name________________________________ Date_________________

School____

Directions: Answer the following questions.

1. Where were you when you practiced this skill?______________

____

2. Who did you practice with?_______________________________

	Circle	
3. Did you look at the person?	yes	no
4. Did you follow directions or give an explanation?	yes	no
4. Did you say "excuse me" to get to a seat?	yes	no
5. Did you speak politely?	yes	no
6. Did you argue or talk back?	yes	no

How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Asserting Self to Gain Service in Place of Business

Name____________________________________ Date___________________

School____

Directions: Fill out the blanks and circle yes or no to questions.

1. I practiced this skill at___________________________________
Name of Store

	Circle	
2. Did you look to see who was there first?	yes	no
3. Did you watch to see who came in later?	yes	no
4. Did you make sure you could be seen?	yes	no
5. Did you walk up to the business person?	yes	no
6. Did you look the business person in the eye?	yes	no
7. Did you say what you wanted?	yes	no
8. Did you say thank you?	yes	no

9. How did you do?

________good ________ok ________not so good

HOMEWORK FORM

Being Left Out

Name ______________________________ Date ________________

School ____

Directions: Circle answers when provided and fill in the blanks.

1. What kind of activity were you left out of? __________________

____

____

____

	Circle	
2. Did you decide that you were left out?	yes	no
3. Did you think about why you were left out?	yes	no
4. Did you think about what you could do about being left out?	yes	no

5. What did you decide to do ____________________________

____

____

6. How did you do?

________ good ________ ok ________ not so good

HOMEWORK FORM

Expressing Affection

Name ______________________________ Date ________________

School ____

Directions: Put a check next to the answer to yes or no questions. Fill in the answers to other questions.

1. Did you decide to express your good feelings toward someone? ___yes ___no
2. Did you think about whether or not the person would want to know your feelings? ___yes ___no
3. Did you think about how the person would feel if you expressed your feelings? ___yes ___no
4. Did you think about the best time and place to express your feelings? ___yes ___no
5. Did you choose a way to express your feelings? ___yes ___no
6. Did you express your feelings? ___yes ___no
7. How do you think you did?

   ________good ________ok ________not so good

HOMEWORK FORM

Responding to Constructive Criticism

Name ______________________ Date ______________

School ______________________________________

Directions: (1) Sometime during the day you may be criticized. If this happens, complete this form. (2) If you were not criticized, ask a friend or family member to test you on how to act when criticized. After receiving help, fill out this form. Answer the questions below.

	Circle One	
1. Did you listen to the criticism?	yes	no
2. Did you decide if it was constructive?	yes	no
3. Did you argue?	yes	no
4. Did you show anger?	yes	no
5. Did you ask a question?	yes	no
6. Did you try to correct what you were criticized for?	yes	no

7. How do you think you did on this skill? ______________

____

____

HOMEWORK FORM

Recognizing Feelings of Others

Name ______________________________ Date ________________

School ____

Directions: Take this form home and look to see how someone in your family is feeling. Answer the following questions:

1. Who did you look at? ______________________________

2. Was the person (circle one):

   a. smiling?
   b. frowning?
   c. serious looking?
   d. laughing?

3. Was the person (circle one):

   a. sitting or standing straight?
   b. slumped or droopy?
   c. moving around?
   d. relaxed?

4. Was the person talking:

   a. in a high voice?
   b. fast?
   c. slow?
   d. stuttering?
   e. normal?

5. Did you think the person was:

   a. happy?
   b. sad?
   c. nervous?
   d. angry?
   e. tired?

6. When you saw the person, did you (circle one):

   a. say something about their feelings?
   b. touch them?
   c. leave them alone?

7. How do you think you did at understanding the person's feelings?

____

____

____

Turn this paper into your teacher.

HOMEWORK FORM

Setting Work Goals

Name______________________________ Date________________

School____

1. What kind of work do you have?__________________________

____

Circle

2. Did you pick out a job that has to be done? yes no
3. Did you think about how much you could do? yes no
4. Did you set a goal for how much to do? yes no
5. What was your goal?____________________________________

____

____

6. Did you think about what would make your work good? yes no
7. Did you set a goal for good work? yes no
8. Did you tell yourself how your work would be good work? yes no
9. How did you do at setting work goals?

______good ______ok ______not so good

HOMEWORK FORM

Negotiating

Name______________________________ Date________________

School____

Directions: Find a family member or friend to practice negotiating. Answer the following questions by circling yes or no.

		Circle	
1.	Did you decide that you have a problem with another person?	yes	no
2.	Did you tell the person what you think about the problem?	yes	no
3.	Did you ask the person what they thought about the problem?	yes	no
4.	Did you listen to the other person?	yes	no
5.	Did you think about what the other person said?	yes	no
6.	Did you suggest a compromise?	yes	no

7. What did you suggest?______________________________

____

____

____

8. How did you do?

________good ________ok ________not so good